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ABSTRACT

This document outlines a K-6, total music, instructional program for the state of Oregon. Ten comprehensive strands (valuing music, developing music literacy, performing music, creating music, studying essential learning skills, using instruments in general music, using electronics in music, performing choral music, performing band music, and performing strong orchestra music) provide a model for school districts to use as they plan, equip, and define the content of general and performance/elective music classes. Each of the 10 strands is accorded an overall objective; for example, with valuing music, the overall objective is: "students will develop an appreciative sense of the music's personal, cultural, and societal value." Each strand also contains a series of goals designed to bring about the strand's overall objective. This document takes each of these curricular goals (within each strand) and presents the goals and learning outcomes to be achieved at each grade level. (DB)

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MUSIC

Comprehensive Curriculum Goals
A Model for Local Curriculum Development

March 1991

Oregon Department of Education
700 Pringle Parkway, SE
Salem, OR 97310-0290

Norma Paulus
State Superintendent of Public Instruction

Oregon Schools--A Tradition of Excellence

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FOREWORD

In June 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members, and community and business leaders.

A central concept of the Action Plan is that while the state will determine WHAT must be taught in public schools, the schools will determine HOW it will be taught. This document is intended to provide the essential information that local districts need to merge state curriculum expectations with their own local determinations for Music Education.

All who have joined in the spirit of the Action Plan for Excellence have shared a commitment to high-quality performance. We are continuing to learn about how to provide children with the very best in public education, and we welcome your comments and questions. For further information about this guide, contact the specialist for Music Education, 378-3602.

Norma Paulus
State Superintendent
of Public Instruction

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INTRODUCTION

This document, The Comprehensive Music Curriculum Goals, outlines a total music instruction program for grades K-6. It is one of a series of projects developed to assist the local schools in response to the Oregon Action Plan for Excellence.

A first step was the designation of the cross-curricular ESSENTIAL LEARNING SKILLS (ELS) - skills for all learners and subjects. All teachers are to provide instruction in these skills. (The learning outcome [exclusive of music examples] listed in the first four strands is verbatim wording from the Essential Learning Skills.)

A committee of experienced music educators developed a list of commonly accepted knowledge and skills in music which was correlated with the ELS to produce the COMMON CURRICULUM GOALS. These define what are considered to be essentials of a music education program and are the required music curriculum in Oregon. In this document they (Common Curriculum Goals) will be found under grades 3, 5 & 6 in the first five strands. (The Common Curriculum Goals receive their authority from the Oregon State Standards for Public Schools, OARs 581-22-420 and 581-22-425. Those rules were amended by the State Board of Education in January 1986.)

The COMPREHENSIVE CURRICULUM GOALS expand the Common Curriculum Goals by adding material for grades K, 1, 2 and 4 and by the inclusion of five additional strands.

The ten comprehensive strands [valuing music, developing music literacy, performing music, creating music, applying Essential Learning Skills, playing instruments, utilizing electronics, and performing in elective choir, band, or orchestra] provide a model for school districts to use as they plan, equip, and define the content of general music and performance/elective classes.

General music classes introduce students to both the cultural value of music and to music performance skills. Elective music classes [band, orchestra, choir] are necessary for the development of more advanced skills and mature understandings.

Integration of electronics [keyboard, synthesizers and computers] into a local district music curriculum serves as a motivating tool for teaching basic music concepts in the general music class and is a springboard for continued individual lifelong music learning and activity. The infusion of electronics into the curriculum also provides the student with necessary knowledge about current music technology.

The curriculum in this document is designed as being appropriate and achieveable, with moderate adaptations, for most districts.

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COMPREHENSIVE CURRICULUM GOALS FOR MUSIC

Document Organization

The strands and goals are:

1.0 VALUING MUSIC: Students will develop an appreciative sense of music's personal, cultural and societal value.

- 1.1 Demonstrate an open-minded attitude toward listening to and performing many types of music.
- 1.2 Demonstrate a sense of accomplishment in and a commitment to high quality performance.
- 1.3 Understand the diversity and influence of music careers, music avocations and music consumer products in our society.
- 1.4 Recognize the use of music as an avenue of communication leading to a better understanding of cultures, people, and nations.

2.0 DEVELOPING MUSIC LITERACY: Students will develop music literacy.

- 2.1 Identify pitch, register, melodic intervals, major and minor mode, meter and tempo, form, timbre, and style.
- 2.2 Read and note music.
- 2.3 Develop the ability to describe music with increasingly precise musical terminology.
- 2.4 Develop an understanding of the expressive qualities of music.
- 2.5 Develop a cultural and historical perspective of music.

3.0 PERFORMING MUSIC: Students will develop the ability to perform music.

- 3.1 Develop the ability to sing and/or play an instrument with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling, and balance in the ensemble.
- 3.2 Perform a variety of musical works alone or in an ensemble, either by rote/memory or reading notation.

4.0 CREATING MUSIC: Students will develop the ability to create music.

- 4.1 Develop the ability to improvise and/or compose music as a vehicle for understanding music.
- 4.2 Manipulate the elements of music--rhythm, melody, harmony, form, timbre, tempo, and dynamics--for expressive purposes.

5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): Students will learn selected ELSs through music.

- 5.1 Recognize words commonly used in grade-level materials, including subject areas. (ELS 1.1)
- 5.2 Speak with standard pronunciation, appropriate volume, rate, gestures, and inflections. (ELS 1.3)

5.3 Recognize and use geometric patterns, relationships, and principles to describe and classify. (ELS 1.5)
5.4 Identify main ideas, supporting details, and facts and opinions presented in written, oral, and visual formats. (ELS 2.1)
5.5 Use oral communication to give or receive information and directions. (ELS 2.3)
5.6 Comprehend implied meanings of written, oral, and visual communications. (ELS 3.1)
5.7 Distinguish and interpret sounds of nature, language, music, and environment. (ELS 4.3)
5.8 Listen, read, view, and evaluate presentations of mass media. (ELS 4.4)
5.9 Organize ideas in understandable format (prewriting and planning). (ELS 5.2)
5.10 Select and use language, gestures and symbols appropriate to audience, purpose, topic, and setting when making oral presentations (planning and drafting). (ELS 5.5)
5.11 Recognize, construct and draw inferences concerning relationships among things and ideas. (ELS 6.1)
5.12 Identify problems and approach their solution in an organized manner. (ELS 6.3)
5.13 MAke reasoned evaluations. (ELS 6.4)
5.14 Clarify purposes of assignment. (ELS 7.1)
5.15 Select and use appropriate study techniques. (ELS 7.3)

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6.0 USING INSTRUMENTS IN GENERAL MUSIC: Students will develop musical skills by playing a variety of rhythm, melody, and harmony instruments.

6.1 Use instruments to reinforce musical concepts.
6.2 Use instruments for enhanced individual expression and skill development.
6.3 Become acquainted with and experienced at playing nonpitched percussion instruments.
6.4 Become acquainted with and experienced at playing melody instruments.
6.5 Become acquainted with and experienced at playing harmony instruments.

7.0 USING ELECTRONICS IN MUSIC: Students will develop the ability to use musical keyboards, synthesizers, and computers.

7.1 Use and value the musical keyboard as a tool for lifelong music learning.
7.2 Use and value the synthesizer as a tool for lifelong music learning.
7.3 Use and value the computer as a tool for lifelong music learning.

8.0 PERFORMING CHORAL MUSIC: Students can perform in an elective choir.

8.1 Demonstrate correct vocal production.
8.2 Read and interpret music.
8.3 Participate in the ensemble.
8.4 Sing a broad sprectrum of musical literature.
8.5 Demonstrate correct performance behaviors.

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8.6 Become aware of careers relating to choral music.
8.7 Experience social growth through choral music performance.

9.0 PERFORMING BAND MUSIC: Students can perform in an elective band.

9.1 Demonstrate correct tone quality and technique.
9.2 Read and interpret music notation.
9.3 Recognize and demonstrate characteristics of musicality.
9.4 Experience social growth through instrumental music performance.
9.5 Become aware of careers relating to instrumental music.

10.0 PERFORMING STRING ORCHESTRA MUSIC: Students can perform in an elective string orchestra.

10.1 Demonstrate correct position/posture and technique.
10.2 Read and interpret music notation.
10.3 Recognize and demonstrate characteristics of musicality.
10.4 Experience social growth through instrumental music performance.
10.5 Become aware of careers relating to instrumental music.

11.0 ADDENDA: Essential Learning Skills related to Strands 6-10.

ILLUSTRATION OF THE COMPREHENSIVE MUSIC CURRICULUM GOALS FORMAT

Strand 2 of the 10 strands (areas of emphasis) in this document. Strands 1-5 are also found in the Common Curriculum Music Goals.

Grade-level expectations for the music goals at the left.

2.0 DEVELOPING MUSIC LITERACY: STUDENTS WILL DEVELOP MUSIC LITERACY.

	GRADE 1	GRADE 2	GRADE 3
The Student Will be Able to:			
2.3 DEVELOP THE ABILITY TO DESCRIBE MUSIC WITH INCREASINGLY PRECISE MUSICAL TERMINOLOGY	A Describe music, including the elements of tempo and dynamics (e.g., through class discussion)	A Describe music, including the elements of melody, tempo, and dynamics (e.g., through class discussion)	A Describe music, including such elements as melody, tempo, dynamcis, and timbre
Music Curriculum Goals	1 Share ideas and information orally with others (e.g., discuss dynamic changes in a listening example) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss dynamic changes in a listening example) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss loud music as 'forte') [ELS 2.3d]
2.4 DEVELOP AN UNDERSTANDING OF THE EXPRESSIVE QUALITIES OF MUSIC	A Recognize the expressive qualities of music	A Recognize and understand the expressive qualities of music including mood and message	A Recognize and understand the expressive qualities of music including mood and message
	1 Experience communication through body language, gestures, tone, inflection, volume (e.g., show the expressive qualities through movement) [ELS 3.1g]	1 Experience communication through body language, gestures, tone, inflection, volume (e.g., identify the appropriate use of loud or soft dynamic levels in song) [ELS 3.1g]	1 Interpret communication through body language, gestures, tone, inflection, volume (e.g., identify the appropriate use of loud or soft dynamic levels in a song) [ELS 3.1g]

The Learning Outcome:
Example of how ELS and the grade-level expectations could be used in music class. (Note that the wording before the music illustration is always verbatim from the Essential Learning Skills document and is not music specific.)

Underlined expectation and examples (grades 3, 5 and 6, strands 1-5) are as they appear in the Common Curriculum Goals (see introduction).

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GLOSSARY

A few words have been printed in this glossary to aid the person who is not familiar with special music terms.

Body Percussion: percussive sounds performed by/on the body (e.g., clapping, patting [patschen], snapping or stamping)

Crescendo: to gradually grow louder

Diatonic: relating to a musical scale (e.g., D E F# G A B C# D)

Dynamics: degrees of volume in a composition
- **Piano:** soft
- **Forte:** loud

Form: the aspect of music having to do with the structure and design of a composition

Harmony: the simultaneous sounding of tones

Intervals: the distance between 2 pitches (e.g., an octave is the distance between the 1st and 8th tone of a scale; a 3rd is the distance between the 1st and 3rd tone of a scale)

Intonation: singing or playing in tune

Melody: a sequence of pitches that have rhythmic organization

Meter: basic scheme of note values and accents as indicated by the time signature at the beginning of a piece:
- **Duple meter:** moves in twos (e.g., a march)
- **Triple meter:** moves in threes (e.g., a waltz)

Mode: scale formation (e.g., major or minor)

Moveable "do": "do" is "pitch number 1" (the home tone) in a diatonic scale. When this tone is moved to a different line or space, "do" (the home tone) and its scale are moved intact.

Notation: a system of visual symbols used in writing music to indicate pitch and duration

Pentatonic: relating to a five-tone scale (e.g., D E F# A B)

Pitch: the location of a musical sound

Registers: the different ranges (e.g., high, middle and low)

Rhythm: the organization of musical tones with regard to their duration (length)

Rote: to learn by ear and/or repetition as opposed to reading music

Sound source: producer of sound (e.g., voice, instrument, electronic)

Stick Notation: rhythmic notation using note stems without head. Usually limited to quarter and eighth notes

Tempo: speed of music

Texture: the density or thickness of sound

Timbre: tone quality or tone color

Tone: a sound with a definite pitch

1.0 VALUING MUSIC: STUDENTS WILL DEVELOP AN APPRECIATIVE SENSE OF MUSIC'S PERSONAL, CULTURAL AND SOCIETAL VALUE.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
1.1 DEMONSTRATE AN OPEN-MINDED ATTITUDE TOWARD LISTENING TO AND PERFORMING MANY TYPES OF MUSIC	A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening activities	A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening activities	A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (such as folk, "classical" or "music of other cultures")
			1 Identify simple fallacies (e.g., loud music is exciting, soft music is dull) [ELS 6.4a*]
		2 List general criteria for assessing the worth of a performance or a work of art (e.g., teachers and students list positive responses to the performance) [ELS 6.4e]	2 List general criteria for assessing the worth of a performance or a work of art (e.g., teachers and students list qualities of a good performance) [ELS 6.4e]
	B Experience listening to and performing many types of music	B Experience listening and performing many types of music	B Experience listening and performing many types of music
			1 Distinguish among natural and created sounds (e.g., vocal timbre and selected instruments) [ELS 4.3a]
	2 Recognize sounds with messages (e.g., experience songs that explore feelings) [ELS 4.3b]	2 Recognize sounds with messages (e.g., experience songs that explore feelings) [ELS 4.3b]	2 Recognize sounds with messages (e.g., a song can tell a story) [ELS 4.3b]

* Learning outcomes drawn from the ODE Essential Learning Skills document are cross-referenced by citing their original identifying number in brackets.

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (such as folk, jazz, pop/rock, "classical" and music of other cultures)**	A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (such as folk, jazz, pop/rock, "classical" and music of other cultures)	A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (such as folk, jazz, pop/rock, "classical" and music of other cultures)	A Respond appropriately to an ever-widening exposure to many types of music used for performance, movement activities or listening (such as folk, jazz, pop/rock, "classical" and music of other cultures)
1 Identify simple fallacies (e.g., fast music is good, slow music is not) [ELS 6.4a]	1 Identify simple fallacies (e.g., folk music means country western) [ELS 6.4a]	1 Identify simple fallacies (e.g., that all opera is sung in a language other than English or music in a minor key always means sad) [ELS 6.4a]	1 Identify simple fallacies (e.g., that the only interesting and popular music is "rock" music) [ELS 6.4a]
2 List general criteria for assessing the worth of a performance or a work of art (e.g., teacher and students list qualities of a good performance such as word clarity or manners) [ELS 6.4e]	2 List general criteria for assessing the worth of a performance or a work of art (e.g., teacher and students list qualities of a good performance such as word clarity, manners and quality of sound) [ELS 6.4e]	2 List personal criteria for assessing the worth of a performance or a work of art (e.g., students list qualities of a good performance such as word clarity, manners, quality of sound, or stage deportment) [ELS 6.4e]	2 List personal criteria for assessing the worth of a performance or a work of art (e.g., students list qualities of a good performance such as word clarity, manners, quality of sound, stage deportment, or precision) [ELS 6.4e]
B Perform and listen to music attentively	B Develop the skills to be an informed and active listener and performer when attending musical events	B Develop the skills to be an active performer and informed listener when attending musical events	B Develop the skills to be an active performer and informed listener when attending musical events
1 Distinguish among natural and created sounds (e.g., vocal timbre and selected instruments) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., instrumentation, tempo, dynamics) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., instrumentation, tempo, dynamics, and vocal timbre) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., instrumentation, tempo, dynamics, vocal timbre, and mood) [ELS 4.3a]
2 Recognize sounds with messages (e.g., the character of a chant or work song) [ELS 4.3b]	2 Recognize sounds with messages (e.g., program music, television themes or motif in classical music) [ELS 4.3b]	2 Recognize sounds with messages (e.g., program music, television themes or motif in classical music) [ELS 4.3b]	2 Recognize sounds with messages (e.g., program music, television themes or motif in classical music) [ELS 4.3b]
3 Recognize use of mass media techniques (e.g., become aware of music that parallels mood or action in film or radio) [ELS 4.4a]	3 Recognize use of mass media techniques (e.g., compare and contrast instrumentation of familiar songs used in television and movies) [ELS 4.4a]	3 Recognize use of mass media techniques (e.g., become aware of the variety of musical styles (such as classical or folk used in television and movies to reflect mood, action, or setting) [ELS 4.4a]	3 Recognize use of mass media techniques (e.g., become aware of the variety of musical styles (such as classical or folk used in television and movies to reflect mood, action, or setting) [ELS 4.4a]

** The underlined text, grades 3, 5 and 6, is the same as the Common Curriculum Goals.

1.0 VALUING MUSIC: STUDENTS WILL DEVELOP AN APPRECIATIVE SENSE OF MUSIC'S PERSONAL, CULTURAL AND SOCIETAL VALUE. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
1.2 DEMONSTRATE A SENSE OF ACCOMPLISHMENT IN AND A COMMITMENT TO HIGH QUALITY PERFORMANCE	A Listen to and observe quality performances	A Listen to and observe quality performances	A Listen to and observe quality performances
	1 Share ideas and information orally with others (e.g., discuss performances) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss performances) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss performances) [ELS 2.3d]
	B Participate in a variety of prepared performances (e.g., in class or for others)	B Participate in a variety of prepared performances (e.g., in class or for others)	B Participate in a variety of prepared performances (e.g., in class or for others)
		1 Produce correct basic speech sounds (e.g., sing lyrics clearly and correctly) [ELS 1.3a]	1 Produce correct basic speech sounds (e.g., sing lyrics clearly and correctly) [ELS 1.3a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Listen to, observe and distinguish between varying qualities of performances	A Listen to, observe and distinguish between varying qualities of performances	A Listen to, observe and distinguish between varying qualities of performances	A Listen to, observe and distinguish between varying qualities of performances
1 Share ideas and information orally with others (e.g., discuss the student's own performance) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss individual and group performances) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss ways to improve a student performance) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., assess the success of a group's performance of a student composition and discuss possible refinements for improvement) [ELS 2.3d]
2 List general criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's question, "In our performance, what things did we do or not do, that we had decided were important?") [ELS 2.3e]	2 List general criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's questions, "Did we accomplish the goals we had set for this performance?") [ELS 2.3e]	2 Identify personal criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's question, "What elements of our performance were strongest?...need more attention?") [ELS 2.3e]	2 Identify personal criteria for assessing the worth of a performance or work of art (e.g., discuss teacher's question, "What is needed for a performance of good quality other than correct notes and rhythm?") [ELS 2.3e]
B Participate in a variety of prepared performances (e.g., in class or for others)	B Participate in a variety of prepared performances (e.g., in class and for others)	B Participate in a variety of prepared performances (e.g., in class and for others)	B Participate in a variety of prepared performances (e.g., in class and for others)
1 Produce correct basic speech sounds (e.g., sing lyrics clearly and correctly) [ELS 1.3a]	1 Produce correct basic speech sounds (e.g., vowel and consonant sounds in songs) [ELS 1.3a]	1 Produce correct basic speech sounds (e.g., vowel, consonant and blending sounds in songs) [ELS 1.3a]	1 Produce correct basic speech sounds (e.g., vowel, consonant and blending sounds in songs) [ELS 1.3a]
2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b]	2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b]	2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b]	2 Select words and gestures which express ideas and concepts effectively (e.g., holiday songs; songs and appropriate movement, gestures or sign language) [ELS 5.5b]
3 Engage in cooperative problem solving and compare alternative solution strategies (e.g., teacher and class together select appropriate tempo or accompaniment instruments for songs) [ELS 6.3f]	3 Engage in cooperative problem solving and compare alternative solution strategies (e.g., teacher and class together select appropriate tempo, dynamics and accompaniment instruments for songs) [ELS 6.3f]	3 Engage in cooperative problem solving and compare alternative solution strategies (e.g., plan a piece together that contains a variety of instrument textures, thick to thin) [ELS 6.3f]	3 Engage in cooperative problem solving and compare alternative solution strategies (e.g., student groups map a melody that can be followed by other class members) [ELS 6.3f]

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1.0 VALUING MUSIC: STUDENTS WILL DEVELOP AN APPRECIATIVE SENSE OF MUSIC'S PERSONAL, CULTURAL AND SOCIETAL VALUE. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
1.3 UNDERSTAND THE DIVERSITY AND INFLUENCE OF MUSIC CAREERS, MUSIC AVOCATIONS, AND MUSIC CONSUMER PRODUCTS IN OUR SOCIETY			
		C Become aware of the musical products in our society	C Become aware of the musical products in our society
		1 Classify things according to specific characteristics (e.g., instruments made from metal, wood, or skin) [ELS 6.1a]	1 Classify things according to specific characteristics (e.g., instruments which are pitched and non-pitched, string instruments, wind instruments, and keyboard instruments) [ELS 6.1a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
	4 Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., small groups create a pentatonic composition for class performance) [ELS 7.3a]	4 Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., create a musical composition for percussion instruments for class performance) [ELS 7.3a]	4 Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., prepare a student-directed small ensemble presentation in the classroom) [ELS 7.3a]
	A Become aware of and knowledgeable about the variety of music careers in our society	A Become aware of and knowledgeable about the variety of music careers in our society	A Become aware of and knowledgeable about the variety of music careers in our society
	1 Locate facts in grade-level selections (e.g., in a study unit about the performing arts) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., in a study unit about the several careers that are part of the recording industry) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., in a study unit about careers in music) [ELS 2.1a]
	2 Relate new information to previous knowledge (e.g., learn how music skills relate to music careers) [ELS 3.1a]	2 Relate new information to previous knowledge (e.g., learn how music skills relate to music careers) [ELS 3.1a]	2 Relate new information to previous knowledge (e.g., learn how music skills relate to music careers) [ELS 3.1a]
B Become aware of and knowledgeable about the avocational and leisure uses of music in our society	B Become aware of and knowledgeable about the avocational and leisure uses of music in our society	B Become aware of and knowledgeable about the avocational and leisure uses of music in our society	B Become aware of and knowledgeable about the avocational and leisure uses of music in our society
1 Recognize use of mass media techniques (e.g., music in commercials or on TV, radio) [ELS 4.4a]	1 Recognize use of mass media techniques (e.g., music in commercials or on TV, radio and film) [ELS 4.4a]	1 Recognize use of mass media techniques (e.g., music on TV or radio, music for exercise routines, music for relaxation, and music in commercials) [ELS 4.4a]	1 Recognize use of mass media techniques (e.g., music on TV or radio, music for exercise, routines, music for relaxation, and music in commercials) [ELS 4.4a]
C Become aware of the musical products in our society	C Become aware of the musical products in our society	C Become aware of the musical products in our society	C Become aware of the musical products in our society
1 Identify general characteristics of objects which make them similar to or different from another (e.g., instrument families of the orchestra) [ELS 6.1a]	1 Classify things according to specific characteristics (e.g., how sound is produced on different instruments) [ELS 6.1a]	1 Classify things according to specific characteristics (e.g., acoustic, electronic, computer music) [ELS 6.1a]	1 Classify things according to specific characteristics (e.g., acoustic and electronic, instruments and computer and synthesizer music) [ELS 6.1a]

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
1.4 RECOGNIZE THE USE OF MUSIC AS AN AVENUE OF COMMUNICATION LEADING TO BETTER UNDERSTANDING OF CULTURES, PEOPLE AND NATIONS	A Sing, play, listen and move to American music and music of other cultures	A Sing, play, listen and move to American music and music of other cultures	A Sing, play, listen and move to American music and music of other cultures
		1 Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d]
	2 Repeat oral messages verbatim (e.g., learn songs taught by rote) [ELS 2.3f]	2 Repeat oral messages verbatim (e.g., learn songs taught by rote) [ELS 2.3f]	2 Repeat oral messages verbatim (e.g., learn songs taught by rote) [ELS 2.3f]
	3 Experience communication through body language, gestures, tone, inflection, volume (e.g., songs with gesture or dance) [ELS 3.1g]	3 Experience communication through body language, gestures, tone, inflection, volume (e.g., songs with gesture or dance) [ELS 3.1g]	3 Experience communication through body language, gestures, tone, inflection, volume (e.g., songs with gesture or dance) [ELS 3.1g]
	4 Identify characteristics of simple objects that remain the same even though some change occurs (e.g., recognize melodies played on instruments as the same as songs sung with words) [ELS 6.1c]	4 Identify characteristics of simple objects that remain the same even though some change occurs (e.g., recognize melodies played on instruments as the same as songs sung with words) [ELS 6.1c]	4 Identify characteristics of simple objects that remain the same even though some change occurs (e.g., the same song sung with different words: "Frere Jacques" and "Brother John") [ELS 6.1c]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Sing, play and listen to American music and music of other cultures	A Sing, play and listen to American music and music of other cultures	A Sing, play and listen to American music and music of other cultures	A Sing, play and listen to American music and music of other cultures
1 Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., sing songs from other countries) [ELS 2.3d]
2 Repeat oral messages verbatim (e.g., learn songs in other languages by rote) [ELS 2.3f]	2 Repeat oral messages verbatim (e.g., learn songs in other languages by rote) [ELS 2.3f]	2 Repeat oral messages verbatim (e.g., learn songs in other languages by rote) [ELS 2.3f]	2 Repeat oral messages verbatim (e.g., learn songs in other languages from printed music) [ELS 2.3f]
3 Recognize communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g]	3 Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g]	3 Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g]	3 Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., game songs and folk dances from American and other cultures) [ELS 3.1g]
4 Identify characteristics of simple objects that remain the same even though some change occurs (e.g., singing "Frere Jacques" in French, "Brother John" in English) [ELS 6.1c]	4 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., singing "Frere Jacque" in unison or as a two-part round) [ELS 6.1c]	4 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., singing "Frere Jacque" in unison or as a two-part round) [ELS 6.1c]	4 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., singing "Frere Jacque" in a minor mode as opposed to a major mode) [ELS 6.1c]
		5 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., listen to and participate in music of different cultures that may evoke similar emotions or response) [ELS 6.1c]	5 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., listen to and participate in music of different cultures that may evoke similar emotions or response) [ELS 6.1c]
		6 Relate new information to previous knowledge (e.g., through class activity become aware of aspects of culture that may affect the music--geographic origin; social or historic content) [ELS 3.1a]	6 Relate new information to previous knowledge (e.g., through class activity become aware of aspects of culture that may affect the music--geographic origin; social or historic content) [ELS 3.1a]

2.0 DEVELOPING MUSIC LITERACY: STUDENTS WILL DEVELOP MUSIC LITERACY.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
2.1 IDENTIFY PITCH, REGISTER, MELODIC INTERVALS, MAJOR AND MINOR MODE, METER AND TEMPO, FORM, TIMBRE, AND STYLE	A Aurally identify melody direction (e.g., up and down)		A Identify intervals that are the same and intervals that are different
		B Aurally identify music examples as "high," "middle," or "low" register	B Aurally identify music direction (e.g., up, down, repeat)
		1 Distinguish among natural and created sounds (e.g., echo-sing patterns in different registers) [ELS 4.3a]	
			D Discriminate between duple and triple meter in listening examples
			1 Distinguish among natural and created sounds (e.g., experience duple and triple meter through movement) [ELS 4.3a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Identify the interval between pitches as wider or narrower	A Aurally identify like intervals which occur in different contexts	A Aurally identify simple melodic intervals within a song setting	A Aurally and visually identify simple melodic intervals
1 Distinguish among natural and created sounds (e.g., recognize the difference between scale steps and skips) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., correctly identify simple intervals in a song context) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., recognize increasingly more difficult intervals or the difference between the sound of a major and minor scale) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., recognize the difference in sound of a step ((do/re)), 3rd ((do/mi)) and 5th ((do/sol)) or the difference between the sound of a pentatonic and a major scale) [ELS 4.3a]
B Aurally identify register as "high," "middle," or "low"	B Aurally identify music examples as "high," "middle," or "low" register	B Aurally identify and classify instruments according to register	B Aurally identify voices as soprano, alto, tenor or bass
1 Distinguish among natural and created sounds (e.g., echo-sing melody patterns) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., echo-sing melody patterns in different registers) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., echo-play melody patterns in different registers on recorders, xylophone or keyboard) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., echo-sing or play melody patterns in different registers) [ELS 4.3a]
		C Recognize that there is a difference between major and minor sounds in music	C Identify the use of major or minor in music
		1 Ask questions designed to clarify, gain assistance or locate information (e.g., "Is this listening example in a major or minor?") [ELS 2.3c]	1 Ask questions designed to clarify, gain assistance or locate information (e.g., "Is this the place where the song changes to minor?") [ELS 2.3c]
D Discriminate between duple and triple meter in listening examples and performance	D Discriminate between duple and triple meter in listening examples and performance	D Aurally identify (discriminate between) duple and triple meter in listening examples	D Aurally identify (discriminate between) and perform duple and triple meter
1 Distinguish among natural and created sounds (e.g., indicate accented beats through a physical response) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., correctly identify changing meters in a listening example) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., correctly identify changing meters in a listening example) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., correctly identify changing meters in a listening example) [ELS 4.3a]

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	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
	E Aurally identify music as "fast" or "slow"	E Aurally identify music as "fast" or "slow"	E Aurally identify music as "fast" or "slow," or "getting faster or slower"
	1 Share ideas and information orally with others (e.g., demonstrate fast and slow through movement) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., demonstrate fast and slow through movement) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., demonstrate fast, slow, getting faster or getting slower through movement) [ELS 2.3d]
		F Aurally identify same and different phrases	F Aurally identify same and different phrases (e.g., identify different phrases with movement, symbols, body percussion, or nonpitched instruments)
	G Aurally identify different vocal and classroom instrument timbres	G Aurally identify different vocal and classroom instrument timbres	G Aurally identify different vocal and classroom instrument timbres
	1 Distinguish among natural and created sounds (e.g., instruments and voices) [ELS 4.3a]	1 Distinguish among natural and created sounds (e.g., claves or wood block) [ELS 4.3a]	1 Distinguish among natural and created sounds (e.g., identify by playing the difference between classroom instruments such as tambourine, maracas, etc.) [ELS 4.3a]
		2 Classify words and topics (e.g., be able to identify by sight several classroom instruments) [ELS 5.2a]	2 Classify words and topics (e.g., be able to identify by sight and sound several classroom instruments) [ELS 5.2a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
	2 Recognize subtleties in communication through body language; gesture (e.g., illustrate meter by learning various conducting patterns) [ELS 3.1g]	2 Recognize subtleties in communication through body language; gesture (e.g., conduct changing tempos) [ELS 3.1g]	2 Recognize subtleties in communication through body language; gesture (e.g., conduct accelerando; ritard) [ELS 3.1g]
E Aurally identify the tempo of music as "faster" or "slower"	E Aurally identify the tempo of music as "fast" or "slow," or "getting faster or slower"	E Aurally identify and demonstrate the tempo of music as "fast" or "slow," or "getting faster or slower"	E Aurally identify and demonstrate the tempo of music as "fast" or "slow," or "getting faster or slower"
1 Share ideas and information orally with others (e.g., demonstrate fast and slow, by singing) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., demonstrate fast, slow, getting faster, or getting slower by singing or playing) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., demonstrate, fast, slow, getting faster, or getting slower by singing, speaking or playing) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss reasons for a composer's choice of a particular tempo or tempo change) [ELS 2.3d]
F Aurally identify AB and ABA forms	F Aurally identify AB and ABA forms	F Aurally identify AB, ABA, and rondo forms	F Aurally identify AB, ABA, rondo and theme-and-variation forms
	1 Provide accurate descriptive detail orally (e.g., describe form of a listening example during a class discussion) [ELS 2.3e]	1 Provide accurate descriptive detail orally (e.g., describe the form of a listening example during a class discussion) [ELS 2.3e]	1 Provide accurate descriptive detail orally (e.g., describe the form of a listening example during a class discussion) [ELS 2.3e]
G Aurally identify different vocal and classroom instrument timbres	G Aurally identify prominent instruments from each instrumental family	G Aurally identify and classify instruments according to families	G Aurally identify different vocal and instrumental timbres with increasing accuracy
1 Distinguish among natural and created sounds (e.g., experience and identify the difference between the sound of metal, wood, and skin) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., identify the common timbre of various instrument families) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., identify the timbre of various instruments within a "family" of instruments) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., identify the "family" classification of an instrument used in a listening example) [ELS 4.3a]
2 Classify words and topics (e.g., by sight and sound identify basic classroom instruments) [ELS 5.2a]	2 Classify words and topics (e.g., be able to identify by sight and sound various band and orchestra instruments) [ELS 5.2a]	2 Classify words and topics (e.g., be able to identify by sight and list some common characteristics of at least three instruments in each instrumental family) [ELS 5.2a]	2 Classify words and topics (e.g., be able to identify by sight and sound and list some common characteristics of at least four instruments in each instrumental family) [ELS 5.2a]

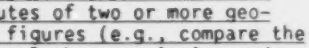
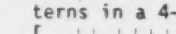
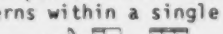
2.0 **DEVELOPING MUSIC LITERACY: STUDENTS WILL DEVELOP MUSIC LITERACY.** (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
2.2 READ AND NOTATE MUSIC		A Read and perform ♩.♫ and 𝄽	A Read and perform ♩.♫ and 𝄽
			1 Use context clues in a paragraph to infer correct word(s) (e.g., double-meaning words used in music and in general education, such as "note") [ELS 1.1b]
			2 Locate facts in grade-level materials (e.g., find on a music chart or in music book) [ELS 2.1a]
		3 Repeat oral messages verbatim (e.g., echo rhythm patterns) [ELS 2.3f]	3 Repeat oral messages verbatim (e.g., echo rhythm patterns) [ELS 2.3f]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
H Aurally identify the style of music as folk or classical	H Aurally identify increasingly different styles of music, such as folk, classical, or jazz	H Aurally identify styles of music, such as folk, classical, jazz, rock, gospel and electronic	H Aurally identify styles of music, such as jazz, rock, gospel, folk, classical, electronic, & ethnic
1 Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., join in class discussion about the style of a listening example) [ELS 2.3d]
	2 Distinguish subtleties among sounds (e.g., identify indicators of particular styles of music in a listening example) [ELS 4.3a]	2 Distinguish subtleties among sounds (e.g., identify indicators of a particular musical style in a listening example) [ELS 4.3a]	2 Distinguish subtleties among sounds (e.g., identify indicators of a particular musical style in a listening example) [ELS 4.3a]
A Read and perform ♩, ♫, 𝅗𝅥, 𝄾, & 𝄼	A Read and perform ♩, ♫, 𝅗𝅥 & 𝅝 and corresponding rests	A Read and perform ♩, ♫, 𝅗𝅥, 𝅗𝅥., & 𝅝 and corresponding rests	A Read and perform ♩, ♫, 𝅗𝅥, 𝅗𝅥., 𝅝 & and corresponding rests
1 Use context clues in a paragraph to infer correct word(s) (e.g., explain double-meaning words used in music and in general education, such as "note") [ELS 1.1b]	1 Use context clues in a paragraph to infer correct word(s) (e.g., explain double-meaning words used in music and in general education, such as "note") [ELS 1.1b]	1 Use context clues in a passage to infer correct word(s) (e.g., explain double-meaning words used in music and in general education, such as "meter" or "bar") [ELS 1.1b]	1 Use context clues in a passage to infer correct word(s) (e.g., explain double-meaning words used in music and in general education, such as "measure," "meter," "bar") [ELS 1.1b]
2 Locate facts in grade-level materials (e.g., find quarter notes on a chart or in a music book) [ELS 2.1a]	2 Locate facts in grade-level materials (e.g., find specific notes on a chart or notated music in a book) [ELS 2.1a]	2 Locate facts in grade-level selections (e.g., find specific note values on a chart or in a music book) [ELS 2.1a]	2 Locate facts in grade-level selections (e.g., find specific note and rest values in instrumental or choral music) [ELS 2.1a]
3 Repeat oral messages verbatim (e.g., echo rhythm patterns) [ELS 2.3f]	3 Repeat oral messages verbatim (e.g., echo rhythm patterns) [ELS 2.3f]	3 Repeat oral messages verbatim (e.g., echo rhythm patterns of increasing complexity) [ELS 2.3f]	3 Repeat oral messages verbatim (e.g., echo rhythm patterns of increasing complexity) [ELS 2.3f]
4 Follow 2-3 step oral instructions (e.g., clap and chant the rhythm pattern on the chart, then clap without chanting) [ELS 2.3i]	4 Follow 2-3 step oral instructions (e.g., clap and chant the rhythm pattern on the chart, then clap without chanting) [ELS 2.3i]	4 Follow 3-step oral instructions (e.g., clap phrase 1, snap phrase 2, and clap phrase 3) [ELS 2.3i]	4 Follow 3-step oral instructions (e.g., clap phrase 1, think phrase 2, and pat on phrase 3) [ELS 2.3i]
5 Relate new information to previous knowledge (e.g., move from stick notation to standard notation) [ELS 3.1a]	5 Relate new information to previous knowledge (e.g., recognize that note values are related to the beat) [ELS 3.1a]	5 Relate new information to previous knowledge (e.g., relate whole and half notes to the basic quarter note beat) [ELS 3.1a]	5 Relate new information to previous knowledge (e.g., move from quarter note beat to subdivided beat) [ELS 3.1a]

2.0 DEVELOPING MUSIC LITERACY: STUDENTS WILL DEVELOP MUSIC LITERACY. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
	B Imitate a steady beat	B Be able to demonstrate a steady beat	B Be able to identify and demonstrate a steady beat

GRADE 3	GRADE 4	GRADE 5	GRADE 6
		6 Organize information using formats such as outlining, clustering, and making maps and charts (e.g., design and follow a chart of notes and rests showing related rhythmic values from whole to eighth) [ELS 5.2d]	6 Organize information using formats such as outlining, clustering, and making maps and charts (e.g., design and follow a chart showing different ways to subdivide a quarter note) [ELS 5.2d]
7 Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play  [ELS 1.5a]	7 Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play the figures listed in A) [ELS 1.5a]	7 Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play the figures listed in A) [ELS 1.5a]	7 Identify similar and different attributes of two or more geometric figures (e.g., compare the notational characteristics and play the figures listed in A) [ELS 1.5a]
	8 Use arithmetic terms to convey concepts of quantity, order, and operation (e.g., identify, read and perform various rhythmic patterns in a 4-beat measure [ or combinations] [ELS 1.4c]	8 Use arithmetic terms to convey concepts of quantity, order, and operation (e.g., identify, read and perform various patterns within a given number of beats) [ELS 1.4c]	8 Use arithmetic terms to convey concepts of quantity, order, and operation (e.g., identify, read and perform various rhythmic patterns within a single pulse [] [ELS 1.4c]
B Read steady beat in duple (2/4, 4/4) and triple (3/4) meter [(e.g., from call charts)]	B Read and notate rhythms in duple (2/4, 4/4) and triple (3/4) meter	B Read and notate music in duple (2/4, 4/4), triple (3/4) meter	B Read and notate music in duple (2/4, 4/4), triple (3/4) meter
1 Locate facts in grade-level materials (e.g., find songs in a music book that use 2/4, 4/4 and 3/4 meter signatures) [ELS 2.1a]	1 Locate facts in grade-level materials (e.g., find songs in a music book that use 2/4, 4/4 and 3/4 meter signatures) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., find songs in a music book that use 2/4, 4/4, an 3/4 meter signatures) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., find songs in a music book that use 2/4, 4/4, 3/4, 6/8, and other meter signatures) [ELS 2.1a]
	2 Provide accurate descriptive detail orally (e.g., specifically identify a meter signature) [ELS 2.3e]	2 Provide accurate descriptive detail orally (e.g., explain the function of the 2 numbers in a meter signature) [ELS 2.3e]	2 Provide accurate descriptive detail orally (e.g., identify a specific meter signature and explain its function) [ELS 2.3e]
	3 Relate new information to previous knowledge (e.g., move from aural perception of meter to reading meter) [ELS 3.1a]	3 Relate new information to previous knowledge (e.g., move from aural perception of meter to reading and notating meter) [ELS 3.1a]	3 Relate new information to previous knowledge (e.g., move from aural perception of meter to reading and notating meter) [ELS 3.1a]

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
	C Imitate a short melody pattern	C Imitate a short melody pattern	C Imitate, then visually recognize a short melodic pattern
	2 Identify general characteristics of objects which make them similar to or different from another (e.g., recognize repeated pitches or melody patterns) [ELS 6.1a]	2 Identify general characteristics of objects which make them similar to or different from another (e.g., recognize repeated pitches or melody patterns) [ELS 6.1a]	2 Identify general characteristics of objects which make them similar to or different from another (e.g., recognize repeated pitches or melody patterns) [ELS 6.1a]
RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1)			

GRADE 3	GRADE 4	GRADE 5	GRADE 6
C Recognize and read three-note melodic patterns on a full five-line staff	C Recognize and read familiar melodic patterns on a full five-line staff	C Read simple pentatonic melody patterns on a full five-line staff	C Read and notate simple pentatonic or diatonic melody patterns on a full five-line staff
1 Relate new information to previous knowledge (e.g., beginning to read simple melodies) [ELS 3.1a]	1 Relate new information to previous knowledge (e.g., moving from simple to more complex melody reading) [ELS 3.1a]	1 Relate new information to previous knowledge (e.g., move from reading simple to more complex melodies) [ELS 3.1a]	1 Relate new information to previous knowledge (e.g., move from reading simple to more complex melodies) [ELS 3.1a]
2 Identify general characteristics of objects which make them similar to or different from another (e.g., recognize repeated pitches or melody patterns) [ELS 6.1a]	2 Classify things according to specific characteristics (e.g., identify specific pitches in a melody pattern) [ELS 6.1a]	2 Classify things according to specific characteristics (e.g., identify a melody which moves by steps or skips or combination) [ELS 6.1a]	2 Classify things according to specific characteristics (e.g., identify melodic sequences) [ELS 6.1a]
	3 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., moveable tonal center) [ELS 6.1c]	3 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., identify the same melodic pattern when it occurs in different registers) [ELS 6.1c]	3 Explain how things continue to have some of the same characteristics even though a major change occurs (e.g., recognize the same melody although in a different key) [ELS 6.1c]
4 Recognize common words at sight (e.g., *repeat, rhythm, melody*) [ELS 1.1d]	4 Recognize common words at sight (e.g., *repeat, rhythm, scale, melody*) [ELS 1.1d]	4 Recognize common words at sight (e.g., *round, canon, phrase, ostinato*) [ELS 1.1d]	4 Recognize common words at sight (e.g., *sequence; variation*) [ELS 1.1d]
D Read signs and symbols affecting form in music, such as repeat signs, Fine	D Read and notate signs and symbols affecting form in music, such as repeat signs, D.C., al, Fine, etc.	D Read and write signs and symbols affecting form in music, such as repeat signs, D.C., Fine, D.S., and first and second endings	D Read and write signs and symbols affecting form in music, such as repeat signs, D.C., Fine, D.S., first and second endings and Coda
		1 Relate new information to previous knowledge (e.g., move from aural to visual recognition of a repeated section such as using a first and second ending) [ELS 3.1a]	1 Relate new information to previous knowledge (e.g., move from aural to visual recognition of a repeated section as in returning to the 𝄋.) [ELS 3.1a]
E Read signs and symbols affecting interpretation of tempo and dynamics	E Read and notate signs and symbols affecting interpretation of tempo and dynamics	E Read and write signs and symbols affecting interpretation of tempo and dynamics	E Read and write signs and symbols affecting interpretation of tempo and dynamics
1 Locate facts in grade-level materials (e.g., identify dynamic markings in a musical selection) [ELS 2.1a]	1 Locate facts in grade-level materials (e.g., identify tempo or dynamic markings in a musical selection) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., identify tempo and dynamics markings in a musical selection) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., identify tempo and dynamics markings in a musical selection) [ELS 2.1a]

2.0 DEVELOPING MUSIC LITERACY: STUDENTS WILL DEVELOP MUSIC LITERACY. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
2.3 DEVELOP THE ABILITY TO DESCRIBE MUSIC WITH INCREASINGLY PRECISE MUSICAL TERMINOLOGY		A Describe music, including the elements of tempo and dynamics (e.g., through class discussion)	A Describe music, including the elements of melody, tempo and dynamics (e.g., through class discussion)
		1 Share ideas and information orally with others (e.g., discuss dynamic changes in a listening example) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., discuss dynamic changes in a listening example) [ELS 2.3d]
2.4 DEVELOP AN UNDERSTANDING OF THE EXPRESSIVE QUALITIES OF MUSIC		A Recognize the expressive qualities of music	A Recognize and understand the expressive qualities of music including mood and message
	1 Experience communication through body language, gestures, tone, inflection, volume (e.g., show the expressive qualities through movement) [ELS 3.1g]	1 Experience communication through body language, gestures, tone, inflection, volume (e.g., show the expressive qualities through movement) [ELS 3.1g]	1 Experience communication through body language, gestures, tone, inflection, volume (e.g., identify the appropriate use of loud or soft dynamic levels in song) [ELS 3.1g]
2.5 DEVELOP A CULTURAL AND HISTORICAL PERSPECTIVE OF MUSIC		A Experience a variety of music of different cultures, including ethnic music of the United States and other countries	A Experience a variety of music of different cultures, including ethnic music of the United States and other countries

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Describe music, including such elements as melody, tempo, dynamics and timbre	A Describe music, including the elements of rhythm, melody, form, meter, tempo, dynamics and style, with increasing precision	A Describe music, including such elements as rhythm, melody, form, tempo, dynamics, timbre and harmony	A Describe music, including such elements as rhythm, melody, form, tempo, dynamics, timbre, harmony, texture, and style
1 Share ideas and information orally with others (e.g., discuss loud music as 'forte') [ELS 2.3d]	1 Share ideas and information orally with others (e.g., describe dynamic contrast as piano, forte, fortissimo) [ELS 2.3d]	1 Share ideas and information orally with others (e.g., describe gradually louder as 'crescendo') [ELS 2.3d]	1 Share ideas and information orally with others (e.g., describe suddenly loud accent as 'sforzando') [ELS 2.3d]
A Recognize and understand the expressive qualities of music including mood and message	A Recognize and understand the expressive qualities of music including mood and message	A Recognize and understand the expressive qualities of music including mood and message	A Recognize and understand the expressive qualities of music including mood and message
1 Interpret communication through body language, gestures, tone, inflection, volume (e.g., identify the appropriate use of loud or soft dynamic levels in a song) [ELS 3.1g]	1 Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., understand dynamic control for expression in music) [ELS 3.1g]	1 Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., use various vocal inflections to create changes in the mood of a song) [ELS 3.1g]	1 Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., interpret conducting gestures which indicate expressive change) [ELS 3.1g]
	2 Recognize use of mass media techniques (e.g., recognize how music affects emotions: happy, sad, scared, etc.) [ELS 4.4a]	2 Recognize use of mass media techniques (e.g., discuss how music is used to advertise a product) [ELS 4.4a]	2 Recognize use of mass media techniques (e.g., recognize how music affects emotions in movie and television scores) [ELS 4.4a]
A Recognize a variety of music of different cultures, including ethnic music of the United States and other countries	A Recognize and identify a variety of music of different cultures, including ethnic music of the United States and other countries	A Recognize and identify a variety of music of different cultures, including ethnic music of the United states and other countries	A Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries
1 Locate facts in grade-level materials (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., find information about music of different cultures in grade-level music books and audio-visual materials) [ELS 2.1a]
	2 Ask questions designed to clarify, gain assistance or locate information (e.g., "Why does this song have so many verses?") [ELS 2.3c]	2 Ask questions designed to clarify, gain assistance or locate information (e.g., "Why does this Native American music sound like the music of China?") [ELS 2.3c]	2 Ask questions designed to clarify, gain assistance or locate information (e.g., "Why do 'Blues' songs sound sad?") [ELS 2.3c]

2.0 **DEVELOPING MUSIC LITERACY**: STUDENTS WILL DEVELOP MUSIC LITERACY. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
		5 Identify common fallacies (e.g., there's only one right answer) [ELS 6.4a]	5 Identify common fallacies (e.g., music class is just for fun) [ELS 6.4a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
3 Share ideas and information orally with others (e.g., participate in class discussions about music of different cultures) [ELS 2.3d]	3 Share ideas and information orally with others (e.g., participate in class discussions about music of different cultures) [ELS 2.3d]	3 Share ideas and information orally with others (e.g., participate in class discussions about the music of students' ancestors) [ELS 2.3d]	3 Share ideas and information orally with others (e.g., participate in class discussions about the music of students' ancestors) [ELS 2.3d]
		4 Relate new information to previous knowledge (e.g., explore polyrhythms in African music) [ELS 3.1a]	4 Relate new information to previous knowledge (e.g., discuss the blending of African and Western scales to create the blues in America) [ELS 3.1a]
5 Identify common fallacies (e.g., all music is similar to American music) [ELS 6.4a]	5 Identify common fallacies (e.g., dancing is only for girls) [ELS 6.4a]	5 Identify common fallacies (e.g., American music is better than music from other countries) [ELS 6.4a]	5 Identify common fallacies (e.g., certain roles in music are exclusively the activity of men or women such as all orchestra directors are men and all opera singers are women) [ELS 6.4a]
		6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., "Why are we learning about music of different cultures?") [ELS 7.1a]	6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., "Why is most old music religious?") [ELS 7.1a]
B Recognize and identify music that is "old" and "new"	B Recognize and identify music, both "classical" and "popular," that is "old" and "new"	B Experience music of various historical and musical eras	B Experience, recognize and identify music of various historic and musical eras
		1 Locate facts in grade-level selections (e.g., identify the musical instruments of specific historical periods) [ELS 2.1a]	1 Locate facts in grade-level selections (e.g., trace the development of electronic music) [ELS 2.1a]
			2 Recall facts and supporting evidence (e.g., identify compositions as "old" or "new" styles of music) [ELS 2.1b]
3 Share ideas and information orally with others (e.g., perform and discuss native American songs) [ELS 2.3d]	3 Share ideas and information orally with others (e.g., sing and discuss pioneer songs) [ELS 2.3d]	3 Share ideas and information orally with others (e.g., discuss and sing American work songs) [ELS 2.3d]	3 Share ideas and information orally with others (e.g., discuss the origin of the words to the "Star Spangled Banner") [ELS 2.3d]

2.0 DEVELOPING MUSIC LITERACY: STUDENT WILL DEVELOP MUSIC LITERACY.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			

GRADE 3	GRADE 4	GRADE 5	GRADE 6
		4 Provide accurate descriptive detail orally (e.g., identify and discuss the application of electronic-age musical equipment) [ELS 2.3e]	4 Provide accurate descriptive detail orally (e.g., identify and discuss the application of electronic-age musical equipment) [ELS 2.3e]
5 Identify general characteristics of objects which make them similar to or different from another (e.g., compare old keyboard instruments to new) [ELS 6.1a]	5 Identify general characteristics of objects which make them similar to or different from another (e.g., compare the recorder and the modern flute) [ELS 6.1a]	5 Classify things according to specific characteristics (e.g., compare popular music of an earlier period with popular music of today) [ELS 6.1a]	5 Classify things according to specific characteristics (e.g., discuss the differences between orchestral music of the Classic Period with orchestral music of the 20th Century) [ELS 6.1a]
	6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., of student question, "What are empire builders in 'Oregon, My Oregon'?") [ELS 7.1a]	6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., of student question, "Can I use electronic guitar sounds to accompany this work song?") [ELS 7.1a]	6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., of student question, "What does 'rampart' mean in the national anthem?") [ELS 7.1a]

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3.0 PERFORMING MUSIC: STUDENTS WILL DEVELOP THE ABILITY TO PERFORM MUSIC.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
3.1 DEVELOP THE ABILITY TO SING AND/OR PLAY AN INSTRUMENT WITH APPROPRIATE TONE, RHYTHM, TECHNIQUE, AND MAINTAIN AWARENESS OF INTONATION, MUSICAL FEELING AND BALANCE IN THE ENSEMBLE	A Sing on pitch within a range of at least a minor third, demonstrating a natural, free singing tone	A Sing on pitch within a range of at least a fifth, demonstrating a natural, free singing tone	A Sing on pitch within a range of at least a sixth demonstrating a natural, free singing tone and good posture
	2 Pronounce words according to acceptable standard English (e.g., sing lyrics correctly) [ELS 1.3b]	2 Pronounce words according to acceptable standard English (e.g., sing lyrics correctly) [ELS 1.3b]	2 Pronounce words according to acceptable standard English (e.g., sing lyrics clearly and correctly) [ELS 1.3b]
			3 Control volume and rate of oral presentation (e.g., sing songs with appropriate tempo and expressive dynamics) [ELS 1.3c]
	4 Interpret communication through body language, gestures, tone, inflection, volume (e.g., perform an interpretation of a listening example/song through movement) [ELS 3.1g]	4 Interpret communication through body language, gestures, tone, inflection, volume (e.g., perform an interpretation of a listening example/song through movement) [ELS 3.1g]	4 Interpret communication through body language, gestures, tone, inflection, volume (e.g., sing while using appropriate movement) [ELS 3.1g]
	B Play a variety of pitched and nonpitched percussion instruments	B Play a variety of pitched and nonpitched percussion instruments using correct technique	B Play a variety of pitched and nonpitched percussion instruments using correct technique

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Sing on pitch within a range of at least a sixth demonstrating a natural, free singing tone, and good posture	A Sing on pitch within a range of at least an octave, demonstrating a natural, free singing tone, good posture, and breath control	A Sing on pitch within a range of at least an octave and a third, demonstrating a natural, free singing tone, good posture, and breath control	A Sing on pitch within a range of at least an octave and a third, demonstrating a natural, free singing tone, good posture, and breath control with special consideration for boys' changing voices
	1 Produce correct basic speech sounds (e.g., vowels and consonants in songs) [ELS 1.3a]	1 Produce correct basic speech sounds (e.g., vowels and consonants in songs) [ELS 1.3a]	1 Produce correct basic speech sounds (e.g., vowels, consonants, and blending sounds in songs) [ELS 1.3a]
2 Pronounce words according to acceptable standard English (e.g., sing lyrics clearly and correctly) [ELS 1.3b]	2 Pronounce words according to acceptable standard English (e.g., sing lyrics clearly and correctly) [ELS 1.3b]	2 Pronounce words according to acceptable standard English (e.g., modification of vowel sounds for singing, such as long "i" and long "a") [ELS 1.3b]	2 Pronounce words according to acceptable standard English (e.g., modification of vowel sounds for singing, such as long "i" and long "a", and blends such as "ow/ou") [ELS 1.3b]
3 Control volume and rate of oral presentations (e.g., sing songs with appropriate tempo and expressive dynamics) [ELS 1.3c]	3 Control volume and rate of oral presentations (e.g., sing songs with appropriate tempo and expressive dynamics) [ELS 1.3c]	3 Control volume and rate of oral presentations (e.g., sing songs with appropriate tempo, expressive dynamics and balance within a group) [ELS 1.3c]	3 Use pitch, rate, tone, and volume to enhance oral presentations (e.g., perform with correct intonation, tempo, tone quality, balance, and dynamics in music performances) [ELS 1.3c]
4 Interpret communication through body language gestures, tone, inflection, volume (e.g., sings a melody pattern from a written example) [ELS 3.1g]	4 Interpret communication through body language gestures, tone, inflection, volume (e.g., perform a song with volume level appropriate to song style) [ELS 3.1g]	4 Recognize subtleties in communication through body language, gestures, tone, inflection, volume, (e.g., interpret "mood" or meaning of song from conducting gestures) [ELS 3.1g]	4 Recognize subtleties in communication through body language, gestures, tone, inflection, volume, (e.g., interpret "mood" or meaning of music from conducting gestures, and convey them through student's own performance) [ELS 3.1g]
B Play a variety of pitched and nonpitched percussion instruments, demonstrating correct technique	B Play a variety of pitched and nonpitched percussion instruments and simple wind instruments demonstrating correct technique	B Play a variety of pitched and nonpitched percussion instruments, simple wind instruments or keyboard instruments, demonstrating correct technique	B Play a variety of pitched and nonpitched percussion instruments, wind, string, electronic or keyboard instruments, demonstrating correct technique

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
	1 Ask questions designed to clarify or gain assistance (e.g., "How should I hold this instrument?") [ELS 2.3c]	1 Ask questions designed to clarify or gain assistance (e.g., "How do I hold this triangle?") [ELS 2.3c]	1 Ask questions designed to clarify, gain assistance, or locate information (e.g., "What kind of mallet should I use for this instrument?") [ELS 2.3c]
	2 Distinguish among natural and created sounds (e.g., play a non-pitched instrument loudly and softly) [ELS 4.3a]	2 Distinguish among natural and created sounds (e.g., high or low sounds on a pitched instrument) [ELS 4.3a]	2 Distinguish among natural and created sounds (e.g., play and identify classroom instruments) [ELS 4.3a]
3.2 PERFORM A VARIETY OF MUSICAL WORKS ALONE OR IN AN ENSEMBLE, EITHER BY ROTE/MEMORY OR READING NOTATION	A Perform a variety of songs by rote/memory	A Perform a variety of songs by rote/memory	A Perform a variety of songs and instrumental pieces by rote/memory
			2 Ask questions to clarify, gain assistance or locate information (e.g., "Why did we do part of the song twice?") [ELS 2.3c]
	4 Repeat oral messages verbatim (e.g., echo speech and songs, phrase by phrase) [ELS 2.3f]	4 Repeat oral messages verbatim (e.g., echo speech, rhythm and songs, phrase by phrase) [ELS 2.3f]	4 Repeat oral messages verbatim (e.g., echo speech, rhythm and songs, phrase by phrase) [ELS 2.3f]
	5 Follow 2-3 step oral instructions (e.g., listen, move, stop) [ELS 2.3i]	5 Follow 2-3 step oral instructions (e.g., listen, move, say, or sing) [ELS 2.3i]	5 Follow 2-3 step oral instructions (e.g., listen, clap, say, or sing) [ELS 2.3i]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
1 Ask questions designed to clarify, gain assistance or locate information (e.g., "How do I hold these mallets.") [ELS 2.3c]	1 Ask questions designed to clarify, gain assistance or locate information (e.g., "Which hand plays the top holes of the recorder?") [ELS 2.3c]	1 Ask questions designed to clarify, gain assistance or locate information (e.g., "How can I produce a better sound on this recorder?") [ELS 2.3c]	1 Ask questions designed to clarify, gain assistance or locate information (e.g., "Where can I find additional information on electronic keyboards?") [ELS 2.3c]
2 Distinguish among natural and created sounds (e.g., play and identify percussion instruments as "wood" or "metal") [ELS 4.3a]	2 Distinguish subtleties among sounds (e.g., demonstrate varying dynamic levels on an instrument) [ELS 4.3a]	2 Distinguish subtleties among sounds (e.g., play percussion instruments in different ways to produce varied sounds) [ELS 4.3a]	2 Distinguish subtleties among sounds (e.g., experiment with different voice settings on an electronic keyboard) [ELS 4.3a]
A Perform a variety of songs and instrumental pieces by rote/ memory and from notation	A Perform a variety of songs and instrumental pieces by rote/ memory and from notation	A Perform a variety of songs and instrumental pieces by rote/ memory and from notation	A Perform a variety of songs and instrumental pieces by rote/ memory and from notation
1 Recognize common words at sight (e.g., read song lyrics from textbooks or chart) [ELS 1.1d]	1 Recognize common words at sight (e.g., read song lyrics from textbook or chart) [ELS 1.1d]	1 Recognize common words at sight (e.g., follow directions in music textbooks and understand song lyrics) [ELS 1.1d]	1 Recognize common words at sight (e.g., follow directions in music textbooks and instrumental music and interpret song lyrics) [ELS 1.1d]
2 Ask questions designed to clarify, gain assistance or locate information (e.g., "Why do we slow down at the end of the music?") [ELS 2.3c]	2 Ask questions designed to clarify, gain assistance or locate information (e.g., "Why are some note stems pointing down?") [ELS 2.3c]	2 Ask questions designed to clarify, gain assistance or locate information (e.g., "What does D.S. al fine mean?") [ELS 2.3c]	2 Ask questions designed to clarify, gain assistance or locate information (e.g., "Why is the treble clef called the G clef?") [ELS 2.3c]
		3 Provide accurate descriptive detail orally (e.g., tell what creates the mood of a particular piece of music) [ELS 2.3e]	3 Provide accurate descriptive detail orally (e.g., relate the title to the sound of the music) [ELS 2.3e]
4 Repeat oral messages verbatim (e.g., echo speech, rhythm and songs, phrase by phrase) [ELS 2.3f]	4 Repeat oral messages verbatim (e.g., echo speech, rhythm and songs, phrase by phrase) [ELS 2.3f]	4 Repeat oral messages verbatim (e.g., echo speech, rhythm and songs, [of increasing length] phrase by phrase) [ELS 2.3f]	4 Repeat oral messages verbatim (e.g., echo speech, rhythm and songs, [of increasing length and complexity] phrase by phrase) [ELS 2.3f]
5 Follow 3-step oral instructions (e.g., listen, clap, say or sing) [ELS 2.3i]	5 Follow 2-3 step oral instructions (e.g., listen, clap, say, or sing) [ELS 2.3i]	5 Follow 3-step oral instructions (e.g., listen, clap, say, or sing) [ELS 2.3i]	5 Follow 3-step oral instructions (e.g., listen, clap, say or sing) [ELS 2.3i]

3.0 PERFORMING MUSIC: STUDENTS WILL DEVELOP THE ABILITY TO PERFORM MUSIC. (continued)

	GRADE K	GRADE 1	GRADE 2

GRADE 3	GRADE 4	GRADE 5	GRADE 6
	6 Follow a study plan including goal setting, time management, processing of information (e.g., cooperative learning group prepares a musical or dance presentation) [ELS 7.3a]	6 Follow a study plan including goal setting, time management, processing of information (e.g., students organize music class material in a notebook) [ELS 7.3a]	6 Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., plan and manage a practice session at home) [ELS 7.3a] 7 Turn in assignments on time (e.g., prepare a piece by a specified time) [ELS 7.3e]

4.0 CREATING MUSIC: STUDENTS WILL DEVELOP THE ABILITY TO CREATE MUSIC.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
4.1 DEVELOP THE ABILITY TO IMPROVISE AND/OR COMPOSE MUSIC AS A VEHICLE FOR UNDERSTANDING MUSIC		A Improvise an accompaniment using a limited number of pitches or unpitched instruments	A Improvise an accompaniment using a limited number of pitches 2 Identify problems that need a solution (e.g., choose instruments to accompany a song) [ELS 6.3a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Improvise a short solo using a limited number of pitches	A Improvise simple "questions and answers" (antecedent and consequent phrases) and simple ABA forms	A Create simple improvisations using "question and answer" and ABA form	A Create simple improvisations using "question/answer", ABA and rondo form
		1 Provide accurate descriptive detail orally (e.g., describe an improvised piece) [ELS 2.3e]	1 Provide accurate descriptive detail orally (e.g., analyze and describe an improvised piece) [ELS 2.3e]
2 Identify problems that need a solution (e.g., choose instruments and/or rhythmic patterns to accompany a song) [ELS 6.3a]	2 Identify problems that need a solution (e.g., improvise a suitable "answer" to a "question") [ELS 6.3a]	2 Use simple questioning strategies to clarify problems (e.g., "How can I make this improvisation better?") [ELS 6.3a]	2 Use simple questioning strategies to clarify problems (e.g., "Should I change the tempo of the final A section?") [ELS 6.3a]
3 Identify alternative solutions to a simple problem (e.g., create a second melody using the same three pitches) [ELS 6.3b]	3 Identify alternative solutions to a simple problem (e.g., explore rhythmic possibilities for improvising within the given structure) [ELS 6.3b]	3 Identify problems, recognize information necessary to solve problems, and supply additional information, if needed (e.g., explore improvisational possibilities within the given structure) [ELS 6.3b]	3 Identify problems, recognize information necessary to solve problems, and supply additional information, if needed (e.g., analyze how a particular improvised phrase can be improved) [ELS 6.3b]
	4 Engage in cooperative problem solving and compare alternative solution strategies (e.g., two students improvise question and answer phrases in partnership) [ELS 6.3f]	4 Engage in cooperative problem solving and compare alternative solution strategies (e.g., improvise questions and answers in a small ensemble) [ELS 6.3f]	4 Engage in cooperative problem solving and compare alternative solution strategies (e.g., improvise a rondo form in a small ensemble) [ELS 6.3f]
5 List general criteria for assessing the worth of a performance or work of art (e.g., discuss the form of an improvised solo) [ELS 6.4e]	5 List general criteria for assessing the work of a performance or work of art (e.g., discuss why this "answer" worked particularly well) [ELS 6.4e]	5 Identify personal criteria for assessing the worth of a performance or work of art (e.g., state level of satisfaction with own improvisation) [ELS 6.4e]	5 Identify personal criteria for assessing the worth of a performance or work of art (e.g., state level of satisfaction with own improvisation and possible suggestions for improvement) [ELS 6.4e]
6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., "How do I find a high pitch and a low pitch on these bells?") [ELS 7.1a]	6 Determine general purpose of assignment and ask clarfication questions if necessary (e.g., "Is this what you mean by "answer"?) [ELS 7.1a]	6 Determine general purpose of assignment and ask clarification questions if necessary (e.g., "When "A" is repeated in ABA form does it have to be exactly the same?") [ELS 7.1a]	Determine general purpose of assignment and ask clarification questions if necessary (e.g., "How does a rondo change?... stay the same?") [ELS 7.1a]

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	GRADE K	GRADE 1	GRADE 2
		B Compose a musical background for poetry, literature and/or movement	B Compose a musical background for poetry, literature and/or movement
		1 Distinguish among natural and created sounds (e.g., create an accompaniment with vocal sounds) [ELS 4.3a]	1 Distinguish among natural and created sounds (e.g., create an accompaniment with non-pitched instruments) [ELS 4.3a]
		2 Recognize sounds with messages (e.g., choose accompaniment sound source to illustrate a "giant" walking) [ELS 4.3b]	2 Recognize sounds with messages (e.g., create an accompaniment for contrasting movements) [ELS 4.3b]
4.2 MANIPULATE THE ELEMENTS OF MUSIC--RHYTHM, MELODY, HARMONY, FORM, TIMBRE, TEMPO, AND DYNAMICS--FOR EXPRESSIVE PURPOSES	A Experiment with the elements of music through a variety of creative teacher-directed activities, including movement, singing and playing instruments	A Experiment with the elements of music through a variety of creative teacher-directed activities, including movement, singing and playing instruments	A Experiment with the elements of music through a variety of creative teacher-directed activities, including movement, singing and playing instruments
	2 Sequence ideas and events (e.g., create a series of movements into a recognizable and repeatable pattern) [ELS 5.2b]	2 Sequence ideas and events (e.g., create a series of vocal sounds into a recognizable and repeatable pattern) [ELS 5.2b]	2 Sequence ideas and events (e.g., create a series of locomotor movements into a recognizable and repeatable pattern) [ELS 5.2b]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
B Compose a musical background for poetry, literature and/or movement	B Compose a musical background for poetry, literature and/or movement	B Compose a musical background for poetry, literature and/or movement	B Compose a musical background for poetry literature and/or movement
1 Distinguish among natural and created sounds (e.g., create an accompaniment with pitched instruments) [ELS 4.3a]	1 Distinguish among natural and created sounds (e.g., imitate nature sounds using the voice or an instrument) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., select appropriate percussion instruments as an accompaniment to movement) [ELS 4.3a]	1 Distinguish subtleties among sounds (e.g., select appropriate musical sound sources as accompaniments to a story) [ELS 4.3a]
2 Recognize sounds with messages (e.g., choose accompaniment sound source to illustrate a "scarey" story) [ELS 4.3b]	2 Recognize sounds with messages (e.g., choose accompaniment sound source to illustrate a storm) [ELS 4.3b]	2 Recognize sounds with messages (e.g., compose a theme for each character in a fable) [ELS 4.3b]	2 Recognize sounds with messages (e.g., choose accompaniment sound sources that best convey the intended message or mood) [ELS 4.3b]
A Experiment with the elements of music through a variety of creative activities, including movement, singing and playing instruments	A Experiment with the elements of music through a variety of creative activities, including movement, singing and playing instruments	A Experiment with the elements of music through a variety of creative activities, including movement, singing and playing instruments	A Experiment with the elements of music through a variety of creative activities, including movement, singing, and playing instruments and evaluate the outcomes
1 Control volume and rate of oral presentation (e.g., explore possibilities of tempo and dynamic changes in choral speaking and singing) [ELS 1.3c]	1 Control volume and rate of oral presentation (e.g., explore possibilities of tempo and dynamic changes in choral speaking and singing) [ELS 1.3c]	1 Control volume and rate of oral presentation (e.g., explore changes in tempo and dynamics in choral speaking, singing, or playing instruments) [ELS 1.3c]	1 Control volume and rate of oral presentation (e.g., explore changes in tempo, dynamics and timbre in choral speaking, singing, or playing instruments) [ELS 1.3c]
2 Sequence ideas and events (e.g., use body percussion in a planned series to create a pattern) [ELS 5.2d]	2 Sequence ideas and events (e.g., create a series of rhythm patterns with non-pitched percussion instruments) [ELS 5.2d]	2 Organize information using formats such as outlining, clustering and making maps and charts (e.g., design a chart that illustrates the plan of an improvisation or composition) [ELS 5.2d]	2 Organize information using formats such as outlining, clustering and making maps and charts (e.g., design a chart that illustrates the plan of an improvisation or composition) [ELS 5.2d]

5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): STUDENTS WILL LEARN SELECTED ELSs THROUGH MUSIC. (Listed from Common Curriculum Goals)

MUSIC GOAL	ELS No.	PAGE(S)	GRADE(S)
The Student Will be Able to:			
5.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1)	ELS 1.1b	18, 19	2-6
	ELS 1.1d	23, 33	3-6
5.2 SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)	ELS 1.3a	8, 9	1-6
		31	4-6
	ELS 1.3b	30, 31	K-6
	ELS 1.3c	30, 31	2-6
		39	3-6
	ELS 1.4c	21	4-6
5.3 RECOGNIZE AND USE GEOMETRIC PATTERNS, RELATIONSHIPS AND PRINCIPLES TO DESCRIBE AND CLASSIFY (ELS 1.5)	ELS 1.5a	21	3-6
5.4 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)	ELS 2.1a	18, 19	2-6
		11	4-6
		21, 23, 25	3-6
		27	5 & 6
5.5 USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3)	ELS 2.1b	27	6
	ELS 2.3c	15	5 & 6
		25	4-6
		32,33	2-6
	ELS 2.3d	8, 9, 16, 17	K-6
		12, 13, 24, 25	1-6
		19, 27	3-6
	ELS 2.3e	9	3-6
		17, 21	4-6
		29, 33, 37	5 & 6

5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): STUDENTS WILL LEARN SELECTED ELSs THROUGH MUSIC.

MUSIC GOAL	ELS No.	PAGE(S)	GRADE(S)
The Student Will be Able to:			
	ELS 2.3f	12, 13, 32, 33	K-6
		18, 19	1-6
		12, 13	K-6
	ELS 2.3i	19	3-6
		32, 33	K-6
5.6 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)	ELS 3.1a	11, 21	4-6
		19, 23	3-6
		13, 23, 27	5 & 6
	ELS 3.1g	12, 13, 24, 25, 30, 31	K-6
		17	4-6
5.7 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)	ELS 4.3a	6, 7	2-6
		14, 15, 38, 39	1-6
		16, 17, 32, 33	K-6
		19	4-6
		14, 15	1-6
	ELS 4.3b	6, 7	1-6
		38, 39	1-6
5.8 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)	ELS 4.4a	7, 11	3-6
		25	4-6
5.9 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT (PREWRITING AND PLANNING) (ELS 5.2)	ELS 5.2a	16, 17	1-6
	ELS 5.2b	38	K-2
	ELS 5.2d	21	5 & 6
		39	3-6
5.10 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN MAKING ORAL PRESENTATIONS (PLANNING AND DRAFTING) (ELS 5.5)	ELS 5.5b	9	3-6

5.0 STUDYING ESSENTIAL LEARNING SKILLS (ELS): STUDENTS WILL LEARN SELECTED ELSs THROUGH MUSIC. (cont.)
(Listed from Common Curriculum Goals)

MUSIC GOAL	ELS No.	PAGE(S)	GRADE(S)
The Student Will be Able to:			
5.11 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS (ELS 6.1)	ELS 6.1a	10, 11 22, 23 29	1-6 K-6 3-6
	ELS 6.1c	12, 13 13 23	K-6 5 & 6 4-6
5.12 IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3)	ELS 6.3a	36, 37	2-6
	ELS 6.3b	37	3-6
	ELS 6.3f	9 37	3-6 4-6
5.13 MAKE REASONED EVALUATIONS (ELS 6.4)	ELS 6.4a	6, 7 26, 27	2-6 1-6
	ELS 6.4e	6, 7 37	1-6 3-6
5.14 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)	ELS 7.1a	29 27 37	4-6 5 & 6 3-6
5.15 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)	ELS 7.3a	35	4-6
	ELS 7.3e	35	6

ADDENDUM: ESSENTIAL LEARNING SKILLS RELATED TO STRANDS 6-10.

The Student Will be Able to:

ELS 1.1	RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS	ELS 1.1b,	page 53
		ELS 1.1d,	page 56 page 61 page 67
ELS 1.3	SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS	ELS 1.3a,	page 56
		ELS 1.3c,	page 53 page 56 page 56
ELS 1.4	USE NUMBER/NUMBERIC FIGURES, LETTERS, WORDS, SYMBOLS AND VISUALS TO COUNT, COMPUTE AND COMMUNICATE QUANTITATIVE DATA	ELS 1.4c,	page 60 page 66
ELS 1.5	RECOGNIZE AND USE GEOMETRIC PATTERNS, RELATIONSHIPS AND PRINCIPLES TO DESCRIBE AND CLASSIFY	ELS 1.5a,	page 52-3 page 60 page 66
		ELS 1.5c,	page 60 page 66
ELS 1.6	RECOGNIZE AND USE MATHEMATICAL PATTERNS, RELATIONSHIPS AND PRINCIPLES TO QUANTIFY PROBLEMS OR MAKE PREDICTIONS	ELS 1.6b&c,	page 60 page 66
ELS 2.1	IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS	ELS 2.1a,	page 51 page 52-3 page 56 page 61 page 67
		ELS 2.1e,	page 59 page 65
ELS 2.3	USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS	ELS 2.3c,	page 55
		ELS 2.3d,	page 53 page 55-6 page 57-8 page 62 page 63 page 68
		ELS 2.3i,	page 48-9 page 55 page 59
ELS 3.1	COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS	ELS 3.1a,	page 48-9 page 51 page 52-3 page 56-7 page 59 page 60 page 61 page 62 page 65 page 66 page 68
		ELS 3.1d,	page 60 page 66
		ELS 3.1f,	page 62 page 68
		ELS 3.1g,	page 47 page 51 page 53 page 57 page 62 page 67

ADDENDUM: ESSENTIAL LEARNING SKILLS RELATED TO STRANDS 6-10. (continued)

The Student Will be Able to:

ELS 4.3	DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT	ELS 4.3a,	page 47 page 51 page 53 page 59 page 61 page 62 page 65 page 67 page 68
		ELS 4.3b,	page 53
		ELS 4.4a,	page 55
ELS 5.5	SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN MAKING ORAL PRESENTATIONS (PLANNING AND DRAFTING)	ELS 5.5b,	page 56
ELS 6.1	RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCRNING RELATIONSHIPS AMONG THINGS AND IDEAS	ELS 6.1a,	page 51 page 52-3 page 62 page 67
		ELS 6.1c,	page 51 page 53 page 60 page 66
ELS 6.3	IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTIION IN AN ORGANIZED MANNER	ELS 6.3a,	page 52-3
		ELS 6.3f,	page 53 page 55
ELS 6.4	MAKE REASONED EVALUATIONS	ELS 6.4e,	page 53 page 58 page 61 page 63 page 67 page 68
ELS 7.1	CLARIFY PURPOSES OF ASSIGNMENT	ELS 7.1a,	page 55
ELS 7.2	USE RESOURCES BEYOND THE CLASSROOM	ELS 7.2,	page 57-8
ELS 7.3	SELECT AND USE APPROPRIATE STUDY TECHNIQUES	ELS 7.3a,	page 52-3 page 55 page 63 page 69
		ELS 7.3b,	page 48-9
		ELS 7.3d,	page 63 page 69
		ELS 7.3e,	page 63 page 69
		ELS 7.3f,	page 58 page 63 page 68

6.0 USING INSTRUMENTS IN GENERAL MUSIC: STUDENTS WILL DEVELOP MUSICAL SKILLS BY PLAYING A VARIETY OF RHYTHM, MELODY AND HARMONY INSTRUMENTS.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
6.1 USE INSTRUMENTS TO REINFORCE MUSICAL CONCEPTS	A Experience a variety of instrumental timbres and textures	A Experience a variety of instrumental timbres and textures	A Experience a variety of instrumental timbres and textures
	1 Identify a variety of classroom instrument timbres	1 Identify a variety of classroom instrument timbres	1 Demonstrate a variety of sounds from one instrument
			2 Play an ostinato with a melody of contrasting timbre
		B Demonstrate knowledge of rhythm	B Demonstrate knowledge of rhythm
		1 Maintain the pulse of music with accuracy when performing on instruments	1 Maintain the pulse of music with accuracy when performing on instruments
		C Recreate pitch patterns	C Recreate pitch patterns
			1 Perform a melodic ostinato on an instrument; echo play simple melodic patterns on an instrument
6.2 USE INSTRUMENTS FOR ENHANCED INDIVIDUAL EXPRESSION AND SKILL DEVELOPMENT			
	B Individually develop skills by* playing a variety of instruments	B Individually develop skills by playing a variety of instruments	B Individually develop skills by playing a variety of instruments

Classroom instruments are an important tool toward achieving the goals outlined in: 2.0 DEVELOPING MUSIC LITERACY and 4.0 CREATING MUSIC.

For example:
6.1A (timbre) relates to 2.1G (timbre)

See all of 2.0, especially:
2.1D (meter)
2.1E (pulse and tempo)
2.2A, B and C (read and notate)
All of 4.0 CREATING MUSIC

* See 6.3 and 6.4 for suggested sequence of instruments appropriate to different grade levels.

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Experience a variety of instrumental timbres and textures	A Experience a variety of instrumental timbres and textures	A Experience a variety of instrumental timbres and textures	A Experience a variety of instrumental timbres and textures
1 Demonstrate a variety of sounds from one instrument [ELS 3.1g, 4.3a]	1 Demonstrate a variety of sounds from the recorder [ELS 3.1g, 4.3a]	1 Demonstrate a variety of sounds from the keyboard [ELS 3.1g, 4.3a]	1 Demonstrate a variety of sounds from the synthesizer [ELS 3.1g, 4.3a]
2 Demonstrate an appropriate instrument choice for a desired timbre. (For example: the student will choose an appropriate instrument for the sound of horses' hooves) [ELS 6.1]	2 Recognize characteristics and correct tone quality for the recorder	2 Experience differences in timbre with programmable keyboards or melody instruments	2 Experience differences in timbre with the synthesizer or keyboards
3 Play an instrumental round using contrasting timbre	3 Play melody and a descant with instruments of varying timbre	3 Play multiple rhythm patterns that are distinguished on a variety of instruments	3 Hear and play various textures such as homophonic, polyphonic, and monophonic
B Demonstrate knowledge of rhythm	B Demonstrate knowledge of rhythm	B Demonstrate knowledge of rhythm	B Demonstrate knowledge of rhythm
1 Maintain the pulse while various groups play individual rhythm patterns on an instrument	1 Maintain the pulse while various groups play individual rhythm patterns	1 Compare and contrast note values while playing instruments	1 Compare and contrast note values while playing instruments
C Recreate pitch patterns	C Recreate pitch patterns	C Recreate pitch patterns	C Recreate pitch patterns
1 Play a familiar song with different beginning pitches	1 Play a simple melody by ear on an instrument	1 Play chords on a variety of pitched instruments	1 Play melodies with harmonic accompaniment
See: 4.0 CREATING MUSIC	A Improvize and compose with the aid of an instrument	A Improvize and compose with the aid of an instrument	A Improvize and compose with the aid of an instrument
	1 Compose a sound story using appropriate instrument sounds	1 Compose a rondo or theme/variation based upon a given theme	1 Compose a simple melody based on a limited number of pitches
B Individually develop increased performance skills by playing a variety of instruments	B Individually develop increased performance skills by playing a variety of instruments	B Individually develop increased performance skills by playing a variety of instruments	B Individually develop increased performance skills by playing a variety of instruments

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6.0 USING INSTRUMENTS IN GENERAL MUSIC: STUDENTS WILL DEVELOP MUSICAL SKILLS BY PLAYING A VARIETY OF RHYTHM, MELODY AND HARMONY INSTRUMENTS. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
	C Demonstrate skills and knowledge of music by playing instruments	C Demonstrate skills and knowledge of music by playing instruments [ELS 7.3b]	C Demonstrate skills and knowledge of music by playing instruments [ELS 7.3b]
	D Develop a positive self-image by performing successfully on an instrument	D Develop a positive self-image by performing successfully on an instrument	D Develop a positive self-image by performing successfully on an instrument
6.3 BECOME ACQUAINTED WITH AND EXPERIENCED AT PLAYING NON-PITCHED PERCUSSION INSTRUMENTS	A Play instruments such as sand-blocks, triangles, tambourines, drums, cymbals, rhythm sticks, jingle bells	A Play instruments such as sand-blocks, triangles, tambourines, drums, cymbals, woodblocks, castanets, claves, guiro, temple blocks, maracas, rhythm sticks, jingle bells [ELS 3.1a]	A Play a variety of percussion instruments, introducing the vibra-slap, slapstick, cabasa, cowbell, shakers [ELS 3.1a]
	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument
		2 Demonstrate correct playing technique for instruments [ELS 2.3i]	2 Demonstrate correct playing technique for instruments [ELS 2.3i]
6.4 BECOME ACQUAINTED WITH AND EXPERIENCED AT PLAYING MELODY INSTRUMENTS	A Perform with instruments such as resonator bells [ELS 3.1a]	A Perform with instruments such as resonator bells, xylophones, metallophones, glockenspiels or keyboards [ELS 3.1a]	A Perform with instruments such as resonator bells, xylophones, metallophones, glockenspiels, or keyboards [ELS 3.1a]
	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument
		2 Demonstrate correct playing technique for instruments [ELS 2.3i]	2 Demonstrate correct playing technique for instruments [ELS 2.3i]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
C Demonstrate skills and knowledge of music by playing instruments [ELS 7.3b]	C Demonstrate skills and knowledge of music by playing instruments [ELS 7.3b]	C Demonstrate skills and knowledge of music by playing instruments [ELS 7.3b]	C Demonstrate skills and knowledge of music by playing instruments [ELS 7.3b]
D Develop a positive self-image by performing successfully on an instrument	D Develop a positive self-image by performing successfully on an instrument	D Develop a positive self-image by performing successfully on an instrument	D Develop a positive self-image by performing successfully on an instrument
A Perform with a variety of percussion instruments [ELS 3.1a]	A Explore a variety of ethnic instruments of other cultures for possible performance [ELS 3.1a]	A Perform with a variety of percussion instruments and ethnic instruments [ELS 3.1a]	A Perform with a variety of percussion instruments and ethnic instruments [ELS 3.1a]
1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument
2 Demonstrate correct playing technique for instruments [ELS 2.3i]	2 Demonstrate correct playing technique for instruments [ELS 2.3i]	2 Demonstrate correct playing technique for instruments [ELS 2.3i]	2 Demonstrate correct playing technique for instruments [ELS 2.3i]
A Perform with instruments such as resonator bells, xylophones, metallophones, glockenspiels, and keyboards [ELS 3.1a]	A Experience a 6-week unit each of study with recorders and keyboards while continuing the use of other melody instruments [ELS 3.1a]	A Experience a 6-week unit of study with keyboards including some exposure to synthesizer techniques while continuing the use of other melody instruments [ELS 3.1a]	A Experience a 6-week unit of study with keyboards/synthesizer while continuing the use of other melody instruments [ELS 3.1a]
1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument	1 Demonstrate respect and proper care for an instrument
2 Demonstrate correct playing technique for instruments [ELS 2.3i]	2 Demonstrate correct playing technique for the recorder [ELS 2.3i]	2 Demonstrate appropriate playing technique for keyboard [ELS 2.3i]	2 Demonstrate appropriate playing technique for keyboard [ELS 2.3i]

6.0 USING INSTRUMENTS IN GENERAL MUSIC: STUDENTS WILL DEVELOP MUSICAL SKILLS BY PLAYING A VARIETY OF RHYTHM, MELODY AND HARMONY INSTRUMENTS. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
6.5 BECOME ACQUAINTED WITH AND EXPERIENCED AT PLAYING HARMONY INSTRUMENTS			

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Perform with instruments such as xylophones, metallophones, glockenspiels, bass bars or autoharp [ELS 3.1a]	A Perform with keyboards [ELS 3.1a]	A Perform with keyboards, guitars, ukeleles or synthesizers [ELS 3.1a]	A Perform with keyboards, guitars, ukeleles or synthesizers [ELS 3.1a]
	1 Play a chord	1 Play a chord	1 Play a chord
2 Play simple accompaniments using the I and V root note [ELS 6.1a, 2.1a, 6.1c]	2 Play simple harmonic accompaniments using the I and V chords [ELS 6.1a, 2.1a, 6.1c]	2 Play simple harmonic accompaniments using the I and V chords [ELS 6.1a, 2.1a, 6.1c]	2 Play simple harmonic accompaniments using the I IV and V chords [ELS 6.1a, 2.1a, 6.1c]
		3 Recognize the differences between major and minor sounds [ELS 3.1g, 4.3a]	3 Recognize the differences between major and minor chords [ELS 3.1g, 4.3a]
			4 Construct major or minor chords beginning on different notes

7.0 USING ELECTRONICS IN MUSIC: STUDENTS WILL DEVELOP THE ABILITY TO USE MUSICAL KEYBOARDS, SYNTHESIZERS AND COMPUTERS.

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			
7.1 USE AND VALUE THE MUSICAL KEYBOARD AS A TOOL FOR LIFE-LONG MUSIC LEARNING		A Learn about the elements of music (example: pitch--by playing high as opposed to low notes on the keyboard)	A Learn about the elements of music (e.g., recognizing the right side of the keyboard plays higher sounds and the left side of the keyboard plays lower sounds)
			C Experience improvising by illustrating higher or lower sounds for a story description on the keyboard [ELS 3.1a, 6.3a, 7.3a]
7.2 USE AND VALUE THE SYNTHESIZER AS A TOOL FOR LIFELONG MUSIC LEARNING			
7.3 USE AND VALUE THE COMPUTER AS A TOOL FOR LIFELONG MUSIC LEARNING			A Identify simple notation such as quarter and eighth notes with the aid of a computer [ELS 1.5a, 2.1a, 6.1a]
			B Identify high and low, fast and slow sounds with the aid of a computer [ELS 2.1a, 6.1a]

GRADE 3	GRADE 4	GRADE 5	GRADE 6
A Learn about the elements of music (e.g., identify where notes are located on the keyboard)	A Learn about the elements of music (e.g., play simple melodies in the keys of C, F and G) [ELS 6.1c]	A Learning about the elements of music (e.g., playing several chords in the keys of C, F and G) [ELS 6.1c]	A Learning about the elements of music (e.g., play several songs both melody and chords) [ELS 6.1c]
	B Experience performing music on the keyboard by playing a simple melody along with the class [ELS 6.4e]	B Experience performing music on the keyboard by playing simple melodies for other classroom listeners [ELS 6.4e]	B Experience performing solos, duets and the like on the keyboard for classroom listeners [ELS 6.4e]
C Experience improvising and experimenting with timbres using a limited number of pitches on the keyboard [ELS 6.3a, 7.3a]	C Experience composing a simple melody by using a limited number of pitches on the keyboard [ELS 6.3a, 7.3a]	C Experience composing a "question and answer" or ABA simple melody on the keyboard [ELS 5.5b, 6.3a, 7.3a]	C Experience composing a simple composition using both hands on the keyboard [ELS 6.3a, 7.3a]
	A Learn about various timbres by listening to synthesizer sounds [ELS 3.1g]	A Learn about dynamics by experimenting with synthesized sounds [ELS 3.1g]	A Learn about articulations by experimenting with synthesized sounds [ELS 3.1g]
	B Explore and perform various timbres and rhythms available on the synthesizer. For example, create appropriate sounds for Halloween [ELS 4.3b]	B Improvise and perform appropriate background sounds on a synthesizer to accompany poetry, literature, and/or movement [ELS 1.3c, 2.3d, 4.3a, 4.3b, 6.3f]	B Improvise and perform a simple composition that demonstrates some of the special features of a synthesizer [ELS 4.3a, 4.3b] (e.g., record drums, harmonic accompaniment and melody using track recording feature)
A Distinguish between duple and triple meter with the aid of a computer [ELS 2.1a, 6.1a]	A Visually identify pitch names on the treble clef with the aid of a computer [ELS 1.5a, 2.1a, 6.1a]	A Visually and aurally identify ABA phrases with the aid of a computer [ELS 2.1a and 6.1a]	A Visually and aurally identify major and minor modes with the aid of a computer [ELS 2.1a, 6.1a, 3.1a]
B Identify both visually and aurally the difference between steps and skips with the aid of the computer [ELS 2.1a, 6.1a]	B Identify the correct rhythm heard from several visual samples with the aid of the computer [ELS 2.1a, 6.1a]	B Identify the correct music symbol which corresponds with the sound presented by the computer [ELS 1.1b, 2.1a, 6.1a]	B Differentiate between major and minor sounds/chords with the aid of a computer [ELS 2.1a. 6.1a]

7.0 USING ELECTRONICS IN MUSIC: STUDENTS WILL DEVELOP THE ABILITY TO USE MUSICAL KEYBOARDS, SYNTHESIZERS AND COMPUTERS. (continued)

	GRADE K	GRADE 1	GRADE 2
The Student Will be Able to:			

GRADE 3	GRADE 4	GRADE 5	GRADE 6
	C Print a simple composition with the use of a computer	C Discuss how the composer uses the computer/synthesizer music station [ELS 2.3c, 2.3d, 4.4a, 6.3f]	C Learn to improvise/compose and print music by using the computer/ synthesizer music station [ELS 2.3i, 7.1a, 7.3a]

8.0 PERFORMING CHORAL MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE CHOIR.

		LEVEL ONE (or Grade 5)	LEVEL TWO (or Grade 6)
The Student Will be Able to:			
8.1 DEMONSTRATE CORRECT VOCAL PRODUCTION	A	Sing on pitch and produce correct diction and vowel sounds with an awareness of dipthongs [ELS 1.3a]	Sing on pitch and produce correct diction and vowel sounds with an awareness of dipthongs [ELS 1.3a]
	B	Demonstrate good posture and breath support [ELS 1.3c]	Demonstrate good posture breath support and tonal focus [ELS 1.3c]
8.2 READ AND INTERPRET MUSIC	A	Follow melodic direction of a piece with increasing awareness of interval relationships and simple rhythmic patterns [ELS 3.1a]	Follow melodic direction of a piece with increasing awareness of interval relationships and simple rhythmic patterns [ELS 3.1a]
	B	Recognize and interpret musical symbols and terms including: dynamic markings, D.C., D.S. repeat signs, coda and phrase markings [ELS 2.1a, 1.1d]	Recognize and interpret musical symbols and terms including: dynamic markings, D.C., D.S. repeat signs, coda and phrase markings [ELS 2.1a, 1.1d]
	C	Read (or experience) different forms of written music including verse and refrain or open score with two or more parts and accompaniment lines	Read (or experience) different forms of written music including verse and refrain or open score with two or more parts and accompaniment lines
	D	Demonstrate sensitivity to the style and mood of the piece [ELS 5.5b]	Demonstrate sensitivity to the style and mood of the piece [ELS 5.5b]
8.3 PARTICIPATE IN THE ENSEMBLE	A	Sing with proper attention to blend and balance [ELS 1.3c]	Sing with proper attention to blend and balance [ELS 1.3c]
	B	Be responsive to a director's gestures (pulse, dynamics, phrase([ELS 2.3d)	Be responsive to a director's gestures (pulse, dynamics, phrase, articulation, balance)
	C	Demonstrate individual responsibility and cooperation within the ensemble	Demonstrate individual responsibility and cooperation within the ensemble

PLEASE NOTE:

The organization of the choral strand is based on two considerations:

The study of choral music follows a spiral concept of learning. Although the goals at the two levels are stated similarly, the learning expectations at each level will vary because of developmental factors.

Although similar, the goals are stated separately for two main reasons: first, in many districts there may be one choir composed of both 5th and 6th grade students; secondly, in districts where 6th grade is housed in a middle school, the 6th grade choir may be a separate entity.

8.0 PERFORMING CHORAL MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE CHOIR. (continued)

		LEVEL ONE (or Grade 5)	LEVEL TWO (or Grade 6)
8.4	SING A BROAD SPECTRUM OF MUSICAL LITERATURE	A Sing various styles including: folk, patriotic, popular, serious, sacred, and country	A Sing various styles including: folk, patriotic, popular, serious, sacred, country and jazz
		B Sing a variety of music of different cultures including ethnic music of the U.S. and other countries [ELS 2.3d]	B Sing a variety of music of different cultures including ethnic music of the U.S. and other countries [ELS 2.3d]
		C Sing a variety of arrangements including unison, rounds, partner songs, two or more parts, acapella and with various accompaniments (piano, guitar, Orff) [ELS 3.1a]	C Sing a variety of arrangements including unison, rounds, partner songs, two part, three part, acapella and with various accompaniments (piano, guitar, Orff, recorder, etc.) [ELS 3.1a]
8.5	DEMONSTRATE CORRECT PERFORMANCE BEHAVIORS	A Appropriately enter and exit a performance area [ELS 3.1g]	A Appropriately enter and exit a performance area [ELS 3.1g]
		B Maintain performance stature and stage presence [ELS 3.1g]	B Maintain performance stature and stage presence [ELS 3.1g]
		C Visually and musically follow the director [ELS 3.1g]	C Visually and chorally follow the director [ELS 3.1g]
		D Physically communicate the emotion and mood of the piece through the appropriate use of body language including facial expression, gestures or choreography [ELS 3.1g]	D Physically communicate the emotion and mood of the piece through the appropriate use of body language including facial expression, gestures or choreography [ELS 3.1g]
8.6	BECOME AWARE OF CAREERS RELATING TO CHORAL MUSIC	A Become aware of vocational opportunities including composer, arranger, performer, sales [ELS 7.2]	A Become aware of vocational opportunities including composer, arranger, performer, sales [ELS 7.2]

8.0 PERFORMING CHORAL MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE CHOIR. (continued)

	LEVEL ONE (or Grade 5)	LEVEL TWO (or Grade 6)
	B Become aware of avocational lifelong performing opportunities including church and community choruses, small ensembles, and family settings [ELS 7.2]	B Become aware of avocational lifelong performing opportunities including church and community choruses, small ensembles, and family settings [ELS 7.2]
8.7 EXPERIENCE SOCIAL GROWTH THROUGH CHORAL MUSIC PERFORMANCE	A Develop a sense of cooperation through ensemble performance [ELS 2.3d]	A Develop a sense of cooperation through ensemble performance [ELS 2.3d]
	1 Demonstrate awareness of responsibilities and obligations of the ensemble	1 Demonstrate awareness of responsibilities and obligations of the ensemble
	2 Display appreciation of peers' efforts and skills [ELS 6.4e]	2 Display appreciation of peers' efforts and skills [ELS 6.4e]
	3 Develop positive self image by sharing in accomplishments of the group [ELS 6.4e]	3 Develop positive self image by sharing in accomplishments of the group [ELS 6.4e]
	4 Learn correct performance behavior such as quiet attention during performance and "focused" preparation before performance [ELS 7.3f]	4 Learn correct performance behavior such as quiet attention during performance and "focused" preparation before performance [ELS 7.3f]

9.0 PERFORMING BAND MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — BAND.

	LEVEL ONE (or Grade 5 or 6)	LEVEL TWO (2nd Year)
The student Will be Able to:		
9.1 DEMONSTRATE CORRECT TONE QUALITY AND TECHNIQUE	A Produce characteristic tone quality [ELS 4.3a]	A Produce characteristic tone quality [ELS 4.3a]
	1 Play using the correct embouchure [ELS 4.3a]	1 Play using the correct embouchure [ELS 4.3a]
	2 Maintain a consistent tone quality using a steady airstream [ELS 4.3a]	2 Maintain a consistent tone quality using a steady airstream [ELS 4.3a]
	3 Maintain a steady pitch using proper embouchure, breath support and listening skills [ELS 4.3a]	3 Use steady airstream and correct embouchure to adjust pitch [ELS 4.3a]
	4 Demonstrate correct posture and instrument position [ELS 2.1e]	4 Demonstrate correct posture and instrument position [ELS 2.1e]
	5 Identify superior tone quality from aural examples	5 Identify flat or sharp pitch problems
	6 Produce proper notes (e.g., brass: partials)	
	B Demonstrate appropriate instrumental technique	B Demonstrate appropriate instrumental technique
	1 Hold the instrument, sticks or mallets correctly [ELS 2.3i, 2.1e]	1 Hold the instrument, sticks or mallets correctly [ELS 2.3i, 2.1e]
	2 Learn appropriate articulation skills such as tongue/slur and attack/release [ELS 2.3i]	2 Learn appropriate articulation skills to include staccato, legato and accent [ELS 2.3i]
	3 Percussion: execute basic patterns such as single stroke, multiple bounce and flam [ELS 2.3i]	3 Percussion: execute flam tap, paradiddle, 5-7-9 stroke rolls [ELS 2.3i]
	4 Play two major scales [ELS 3.1a]	4 Play three major scale and chromatics [ELS 3.1a]
	5 Demonstrate respect for the instrument through proper daily care	5 Use alternate fingerings where applicable [ELS 3.1a]

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	LEVEL ONE (or Grade 5 or 6)	LEVEL TWO (2nd Year)
		6 Extend her/his playing range (pitch)
		7 Demonstrate respect, proper daily care and knowledge of appropriate periodic care for the instrument
9.2 READ AND INTERPRET MUSIC NOTATION	A Identify and execute rhythmic notation [ELS 1.5a]	A Identify and execute rhythmic notation [ELS 1.5a]
	1 Identify rhythmic notation by name and value [ELS 1.5a]	1 Identify rhythmic notation by name and value [ELS 1.5a]
	2 Learn and verbalize a standard counting system [ELS 1.6b, 1.6c]	2 Learn and verbalize a standard counting system [ELS 1.6b, 1.6c]
	3 Read notational rhythmic patterns that include 𝅝, 𝅗𝅥, 𝅗𝅥., ♩, ♫ and corresponding rest patterns [ELS 1.5a, 1.5c]	3 Read notational rhythmic patterns such as: ♪, ♩., ♬, ♫, ♪♪, & ♫ (3) with corresponding rest patterns [ELS 1.5a]
	4 Read notation in simple meters to include 2/4, 3/4 and 4/4, [ELS 1.4c]	4 Read notation in simple and compound meters to include ¢ and 6/8 (ELS 1.4c, 6.1c]
		5 Play two or more parts with independent rhythm patterns
	B Identify and execute pitch notation [ELS 3.1d]	B Identify and execute pitch notation [ELS 3.1d]
	1 Identify pitch both by note name and fingering, position (trombone) or keyboard location (mallets)	1 Identify pitch both by note name and fingering, position (trombone) or keyboard location (mallets)
	2 Interpret key signature and accidental markings	2 Interpret key signature and accidental markings
	3 Play simple tonal patterns at sight [ELS 3.1a]	3 Sight read melodies of increasing difficulty (ELS 3.1a]
	4 Play in unison, developing an awareness of intonation	4 Play parts maintaining accurate melodic and harmonic intonation

9.0 PERFORMING BAND MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — BAND. (continued)

	LEVEL ONE (or Grade 5 or 6)	LEVEL TWO (2nd Year)
	C Identify signs and symbols affecting form and expression in music [ELS 1.1d, 2.1a]	C Identify signs and symbols affecting form and expression in music [ELS 1.1d, 2.1a]
	1 Name and understand symbols included in first book of standard band methods [ELS 1.1d]	1 Name and understand symbols included in second year book of standard band methods [ELS 1.1d]
	D Use electronic technology to improve skills	D Use electronic technology to improve skills
	1 Videos and filmstrips [ELS 3.1a]	1 Videos and filmstrips [ELS 3.1a]
		2 Rhythm practice tapes [ELS 3.1a]
	3 Computer software [ELS 3.1a]	3 Computer software [ELS 3.1a]
9.3 RECOGNIZE AND DEMONSTRATE CHARACTERISTICS OF MUSICALITY	A Develop an awareness of ensemble balance; intonation [ELS 6.4e]	A Develop an awareness of ensemble balance; intonation [ELS 6.4e]
	1 Identify and achieve a balance between two different melodic parts [ELS 6.4e]	1 Identify and achieve a balance between melodic and harmony parts [ELS 6.4e]
	2 Adjust dynamics to achieve balance between different instrument groups or sections [ELS 6.4e]	2 Adjust dynamics to achieve balance between different sections [ELS 6.4e]
	3 Become aware of being "in tune" and be able to adjust instrument, air stream and embouchure for more accurate pitch of sustained notes	3 Be sensitive to, and able to improve, intonation while playing simple melodies
		4 Be introduced to the timbre of "color" instruments such as oboe, bassoon, French Horn, baritone [ELS 4.3a]
	B Control the rhythmic pulse of music [ELS 4.3a]	B Control the rhythmic pulse of music [ELS 4.3a]
	1 Independently maintain a steady pulse [ELS 4.3a]	1 Independently maintain a steady pulse [ELS 4.3a]

	LEVEL ONE (or Grade 5 or 6)	LEVEL TWO (2nd Year)
	2 Subdivide the pulse into simple divisions	2 Subdivide the pulse into simple divisions
	3 Follow a conductor's beat at various tempos [ELS 3.1g]	3 Interpret conductor's tempo changes [ELS 3.1g]
	C Develop an awareness of musical phrasing [ELS 6.1a]	C Develop an awareness of musical phrasing [ELS 6.1a]
	1 Use dynamics to add contrast and interest [ELS 4.3a]	1 Use dynamics to add contrast and interest [ELS 4.3a]
	2 Recognize and perform the phrase as a musical unit [ELS 6.1a]	2 Recognize and perform the phrase as a musical unit [ELS 6.1a]
		3 Use dynamics to enhance phrasing (tension/release) [ELS 4.3a]
	D Determine appropriate style for different pieces of music [ELS 2.3d]	D Determine appropriate style for different pieces of music [ELS 2.3d]
	1 Use different articulations in different styles (e.g., march or hymn (marcato/legato)) [ELS 4.3a]	1 Use different articulations in various styles (e.g., march or ballad (marcato/legato)) [ELS 4.3a]
		2 Effectively use accents [ELS 4.3a]
	E Become acquainted with a variety of historical and cultural styles through musical performance [ELS 3.1a]	E Become acquainted with a variety of historical and cultural styles through musical performance [ELS 3.1a]
	1 Play a variety of styles of music	1 Perform a variety of music that will include literature of our musical heritage
		2 Become aware of historical backgrounds of various musical styles [ELS 3.1f]

9.0 PERFORMING BAND MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — BAND. (continued)

	LEVEL ONE (or Grade 5 or 6)	LEVEL TWO (2nd Year)
	F Develop the ability to play by ear	F Develop the ability to play by ear
	1 Echo short melodic patterns using limited and given pitches	1 Play (by ear) simple melodies
		2 Be able to start on different pitches
9.4 EXPERIENCE SOCIAL GROWTH THROUGH INSTRUMENTAL MUSIC PERFORMANCE	A Develop a sense of cooperation through ensemble performance [ELS 2.3d]	A Develop a sense of cooperation through ensemble performance [ELS 2.3d]
	1 Demonstrate awareness of responsibilities and obligations of the ensemble	1 Demonstrate awareness of responsibilities and obligations of the ensemble
	2 Display appreciation of peers' efforts and skills [ELS 6.4e]	2 Display appreciation of peers' efforts and skills [ELS 6.4e]
	3 Experience positive self evaluation by sharing in accomplishments of the group [ELS 6.4e]	3 Experience positive self evaluation by sharing in accomplishments of the group [ELS 6.4e]
	4 Learn correct performance behavior such as quiet attention during performance and "focused" preparation before performance [ELS 7.3f]	4 Learn correct performance behavior such as quiet attention during performance and "focused" preparation before performance [ELS 7.3f]
	B Develop a sense of responsibility through ensemble performance [ELS 7.3a, 7.3d]	B Develop a sense of responsibility through ensemble performance [ELS 7.3a, 7.3d]
	1 Develop regular (at home) practice schedule and practice skills [ELS 7.3a, 7.3e]	1 Develop regular (at home) practice schedule and practice skills [ELS 7.3a, 7.3e]
	2 Develop care and maintenance of instrument and acccessories [ELS 7.3d]	2 Develop care and maintenance of instrument and acccessories [ELS 7.3d]
	3 Share responsibility of classroom organization and equipment	3 Share responsibility of classroom organization and equipment

9.0 PERFORMING BAND MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — BAND. (continued)

	LEVEL ONE (or Grade 5 or 6)	LEVEL TWO (2nd Year)
9.5 BECOME AWARE OF CAREERS RELATING TO INSTRUMENTAL MUSIC	A Participate in discussions or view films about music careers such as the following: composer, arranger, repair, sale, sound technician	A Participate in discussions or view films about music careers such as the following: composer, arranger, repair, sale, sound technician
	B Become aware of avocational life-long performing opportunities such as the following: church community bands, small ensembles, dance bands	B Become aware of avocational life-long performing opportunities such as the following: church community bands, small ensembles, dance bands

10.0 PERFORMING STRING ORCHESTRA MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — STRING CLASS/ORCHESTRA.

	LEVEL ONE (Grade 4 or 5)	LEVEL TWO (2nd Year)
The Student Will be Able to:		
10.1 DEMONSTRATE CORRECT POSITION/ POSTURE AND TECHNIQUE	A Demonstrate correct position/ posture [ELS 2.1e]	A Demonstrate correct position/ posture [ELS 2.1e]
	1 Sit forward on chair with straight torso	1 Sit forward on chair with straight torso
	2 Use correct left arm, wrist and hand position	2 Use correct left arm, wrist and hand position
	3 Maintain curved and rounded left-hand position	3 Maintain curved and rounded left-hand position
	4 Maintain correct right-arm position and steady, straight bow stroke parallel between bridge and finger board	4 Maintain correct right-arm position and steady, straight bow stroke parallel between bridge and finger board
	B Demonstrate appropriate instrumental technique [ELS 2.1e]	B Demonstrate appropriate instrumental technique [ELS 2.1e]
	1 Understand concept of downbow and upbow (⊓ & v)	1 Understand concept of downbow and upbow (⊓ & v)
	2 Perform detache', staccato, slur and legato bowing [ELS 4.3a]	2 Perform spiccato and marcato in addition to previously learned bowings [ELS 4.3a, 3.1a]
	3 Learn to play pizzicato	3 Learn to play pizzicato
	4 Listen and adjust the fingers for correct intonation [ELS 4.3a]	4 Listen and adjust the fingers for correct intonation [ELS 4.3a]
	5 Play one-octave major scales such as C, G, D, A [ELS 3.1a]	5 Learn altered/extended fingerings that make additional scales possible [ELS 3.1a]
	6 Bass players will learn 2nd and 3rd position [ELS 3.1a]	6 Bass players will learn 2nd and 3rd position [ELS 3.1a]
	C Identify "correct" tone quality and produce characteristic tone quality at an appropriate level	C Identify "correct" tone quality and produce characteristic tone quality at an appropriate level

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10.0 PERFORMING STRING ORCHESTRA MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — STRING CLASS/ORCHESTRA. (continued)

	LEVEL ONE (Grade 4 or 5)	LEVEL TWO (2nd Year)
	D Develop pitch sensitivity	D Develop pitch sensitivity
	1 Match sustained pitches	1 Understand the mechanics necessary to tune string instruments
10.2 READ AND INTERPRET MUSIC NOTATION	A Identify and execute rhythmic notation [ELS 1.5a]	A Identify and execute rhythmic notation [ELS 1.5a]
	1 Identify rhythmic notation by name and value [ELS 1.5a]	1 Identify rhythmic notation by name and value [ELS 1.5a]
	2 Learn and verbalize a standard counting system [ELS 1.6b, 1.6c]	2 Learn and verbalize a standard counting system [ELS 1.6b, 1.6c]
	3 Read notational rhythmic patterns that include 𝅝 𝅗𝅥 ♩ ♩. ♫ and corresponding rest patterns [ELS 1.5a, 1.5c]	3 Read notational rhythmic patterns such as: ♩ ♩. ♬ ♫ ♪♪ 𝄽 ♬ with corresponding rest patterns [ELS 1.5a, 3.1a]
	4 Read notation in simple meters to include 2/4, 3/4 and 4/4, [ELS 1.4c]	4 Read notation in simple and compound meters to include ¢ and 6/8 (ELS 1.4c, 6.1c]
	B Identify and execute pitch notation [ELS 3.1d]	B Identify and execute pitch notation [ELS 3.1d]
	1 Identify pitch both by note name and fingering	1 Identify pitch both by note name and fingering
	2 Interpret key signature and accidental markings	2 Interpret key signature and accidental markings
	3 Play simple tonal patterns at sight [ELS 3.1a]	3 Sightread melodies of increasing difficulty (ELS 3.1a]
	4 Play in unison	4 Play parts maintaining accurate melodic and harmonic intonation

10.0 PERFORMING STRING ORCHESTRA MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — STRING CLASS/ORCHESTRA. (continued)

	LEVEL ONE (Grade 4 or 5)	LEVEL TWO (2nd Year)
	C Identify signs and symbols affecting form and expression of music [ELS 1.1d, 2.1a]	C Identify signs and symbols affecting form and expression of music [ELS 1.1d, 2.1a]
	1 Name and understand symbols included in first book of standard string class methods [ELS 1.1d, 2.1a]	1 Name and understand symbols included in second book of standard string class methods [ELS 1.1d, 2.1a]
10.3 RECOGNIZE AND DEMONSTRATE CHARACTERISTICS OF MUSICALITY		A Develop an awareness of ensemble balance [ELS 6.4e]
		1 Identify and achieve a balance between melodic and harmony parts [ELS 6.4e]
		2 Adjust dynamics to achieve balance between two or more different parts [ELS 6.4e]
	B Control the rhythmic pulse of music [ELS 4.3a]	B Control the rhythmic pulse of music [ELS 4.3a]
	1 Independently maintain a steady pulse [ELS 4.3a]	1 Independently maintain a steady pulse [ELS 4.3a]
	2 Follow a conductor's beat at various tempi [ELS 3.1g]	2 Interpret conductor's tempo changes [ELS 3.1g]
	C Develop an awareness of musical phrasing [ELS 6.1a]	C Develop an awareness of musical phrasing [ELS 6.1a]
		1 Use dynamics to add contrast and interest [ELS 4.3a]
	2 Recognize and perform the phrase as a musical unit [ELS 6.1a]	2 Recognize and perform the phrase as a musical unit [ELS 6.1a]
		3 Use dynamics to enhance phrasing (tension/release) [ELS 4.3a]

10.0 PERFORMING STRING ORCHESTRA MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — STRING CLASS/ORCHESTRA. (continued)

	LEVEL ONE (Grade 4 or 5)	LEVEL TWO (2nd Year)
		D Determine appropriate style for different pieces of music [ELS 2.3d]
		1 Use bowings appropriate to various musical styles [ELS 6.4e]
		2 Effectively use accents [ELS 4.3a]
	E Become aware of different styles of music [ELS 3.1a]	E Become acquainted with a variety of historical and cultural styles through musical performance [ELS 3.1a]
	1 Perform music that will include literature from our classical musical heritage	1 Perform music that will include literature from our classical musical heritage
		2 Become aware of historical backgrounds of various musical styles [ELS 3.1f]
10.4 EXPERIENCE SOCIAL GROWTH THROUGH INSTRUMENTAL MUSIC PERFORMANCE	A Develop a sense of cooperation through ensemble performance [ELS 2.3d]	A Develop a sense of cooperation through ensemble performance [ELS 2.3d]
	1 Demonstrate awareness of responsibilities and obligations of the ensemble	1 Demonstrate awareness of responsibilities and obligations of the ensemble
	2 Display appreciation of peers' efforts and skills [ELS 6.4e]	2 Display appreciation of peers' efforts and skills [ELS 6.4e]
	3 Develop positive self image by sharing in accomplishments of the group [ELS 6.4e]	3 Develop positive self image by sharing in accomplishments of the group [ELS 6.4e]
	4 Learn correct performance behavior such as quiet attention during performance and "focused" preparation before performance [ELS 7.3f]	4 Learn correct performance behavior such as quiet attention during performance and "focused" preparation before performance [ELS 7.3f]

10.0 PERFORMING STRING ORCHESTRA MUSIC: STUDENTS CAN PERFORM IN AN ELECTIVE — STRING CLASS/ORCHESTRA. (continued)

	LEVEL ONE (Grade 4 or 5)	LEVEL TWO (2nd Year)
	B Develop a sense of responsibility through ensemble performance [ELS 7.3a, 7.3d]	B Develop a sense of responsibility through ensemble performance [ELS 7.3a, 7.3d]
	1 Develop regular (at home) practice schedule and practice skills [ELS 7.3a, 7.3e]	1 Develop regular (at home) practice schedule and practice skills [ELS 7.3a, 7.3e]
	2 Develop care and maintenance of instrument and acccessories [ELS 7.3d]	2 Develop care and maintenance of instrument and acccessories [ELS 7.3d]
	3 Share responsibility of classroom organization and equipment	3 Share responsibility of classroom organization and equipment
10.5 BECOME AWARE OF CAREERS RELATING TO INSTRUMENTAL MUSIC		A View films; participate in discussions about music careers such as the following: composer, arranger, repair, sales, sound technician
	B Become aware of avocational lifelong performance opportunities such as church, community orchestra, small ensembles, folk ensembles	B Become aware of avocational lifelong performance opportunities such as church, community orchestra, small ensembles, folk ensembles